# Headmaster's Diary

## Smellcroft prescribes to Candlewick's malingerers

One way and another, this term seems to have been a turbulent one so far. It is strange how good intentions can so easily be misinterpreted. It all began with a governors' meeting soon after Christmas, when the chairman – Councillor Dimpickle – gave a report on his study of staff absences in the previous year. This exercise is part of the education committee's "Action Accountability" campaign, designed to ensure the ratepayers get what Dimpickle calls "more bang for the buck". With my management background I thought, naturally enough, that this was a perfectly reasonable measure of cost effectiveness.

But Mr Grist – who represents the opposition party – tried unsuccessfully to get the governors to rule the report out of order, supported by the staff representative, Cecil Stonejaw. Dimpickle then announced that our staff absence rate was half a per cent below the county norm over the year, and Mrs Coneybeare from the PTA said: "This seems a great achievement for Dr Smellcroft. I propose a vote of thanks to our headmaster". "Ah – one moment", said Dimpickle. "The Candlewick School absence rate in the spring term, on the other hand, was two per cent higher than the norm. There is room for improvement here".

At this, Cecil Stonejaw pointed out that last year there had been a lot of flu about, and Mr Grist added that, if the health service had not suffered such cutbacks, we would all be a great deal fitter. Dimpickle retorted that it was a matter of good old-fashioned self-help and folk medicine. Fortunately, the vicar intervened before a political row developed, and declared that his new programme of "share and care" community get-togethers would raise the morale and spiritual health of everyone in Candlewick. But I was left with a feeling of unease about the implications for management of the county figures.

When I got home Rona had only just returned from the annual meeting of her flower-arranging guild, and we both enjoyed a cup of Horlicks before retiring. She insisted I swallow a spoonful of cod liver oil with it to ward off winter colds, and asked me how I proposed to spend the £10 Boots token my sister had sent me for Christmas. Suddenly I had one of my best ideas – or so I thought.

The next day I popped out in the lunch hour and used the token to buy two enormous jars of cod liver oil capsules. Mrs Snode, the secretary, looked askance at them as I carried them back through the office, but I asked her to come in at once and take down a special memo to staff. Headed "School accountability: cod liver oil treatment", I went on to explain that to enhance our performance in the county's staff absence rate studies, I was placing the capsules in the staff room at my own expense and hoped everyone would take two per day so as to stay fit and well. Mrs Snode was plainly unconvinced, and said: "Suppose they eat them like sweets? Mrs Plunkett is pregnant, and might get a craving for them. Then she'd be ill, and the union would complain. You never know, these days." Ever since the ancillary staff cuts, I'm afraid Mrs Snode tends to look on the black side.

Alas, the whole scheme went wrong from the start. Cecil Stonejaw demanded a special interview, and declared that my action had cast a slur on the integrity of the entire staff. "It's bad enough with those buffoons at county hall," he said, "who know the price of everything and the value of nothing. Now you're turning the school into a clinic. I came into this racket to educate minds – not to swallow pills for the sake of some idiotic league table." No sooner had he gone than Nicks, the caretaker, arrived with further complaints.

"Ah, doctor," he began, "it is incumbent on me to report that medicinal substances have been brought on to the premises, to wit, the staff room. These pellets have been thrown around the place, no doubt in a spirit of friendly banter. But several were eaten by my hounds, and as a result a veterinary bill will be incurred". His wretched Dobermanns had, apparently, swallowed the pills and suffered from the canine equivalent of what is vulgarly known as "the trots". Furthermore, when Mrs Nicks came to clean up with the vacuum machine, the pills jammed the mechanism and left a pool of oil on the carpet. "You will appreciate," said Nicks, "that this constitutes a grave infringement of the Health and Safety at Work Act. A communication from my professional organization may follow." I offered to pay his dogs' bill, and explained that the whole idea was to improve health at work. But he plainly didn't understand, and for the sake of some peace and quiet I asked Mrs Snode to remove the notice and the pills. For the first time in months she looked pleased, and said: "I've brought in that county circular about what to do in bad weather. Look at the snow!"

I'd been so busy discussing the capsules that I hadn't looked out of the window. I quickly read through the new rules about closing the school in inclement weather, which emphasize that if possible the school should stay open and teachers report to whichever school is nearest to them. Every teacher has to fill in a special form indicating how he spent the day if unable to get to school. I asked Mrs Snode to get copies round to staff as soon as possible, along with a message that in all but an arctic blizzard, Candlewick would keep its doors open. I sent a copy to Councillor Dimpickle, knowing how keen he is on maximum productivity.

It was quite difficult to drive home on the compacted snow, and as I walked from the garage to the back door I slipped, and the jars of capsules fell and broke on the steps. Rona came out to see what was wrong, and unfortunately slid over on the capsules and fell on her behind with a great thump. She was very angry and blamed it all on me, although I pointed out she had no need to come out and look. She spent such a painful night that next day, instead of going to school, I had to spend hours taking her to hospital for examination. It was all most unfortunate, since many staff had managed to come in and keep things going, although only five pupils turned up. Fortunately Rona had nothing more than a bruise, but in a rather uncomfortable spot.

Next day the weather was worse, but I struggled in to school using the main roads. Immediately Mrs Snode came in with a great bundle of letters. I was rather annoyed to see that most of them were the county absence forms, completed in block capitals in my own name. Under the heading "Reason for attendance", various anonymous members of staff had put such silly remarks as: "Seizure from surfeit of vitamin pills"; "Indigestion due to overdose of accountability"; "Died of thirst, through licking too many boots at county hall". A rather unpleasant word had been used instead of "boots", which I thought most unseemly and quite unfair.

However, we must rise above these things, and I knew I had acted with the best of intentions. So I threw them all in the waste paper basket. But on second thoughts, it occurred to me that Nicks, who is very inquisitive – might read them and derive some satisfaction from the episode. So I put them in my briefcase to burn at home in the boiler when Rona was not looking.

**Maurice Holt**

# Next week

■ Letter from America: Denis Doyle suggests 1982 maybe the most important year for education there since President Johnson's *Great Society* in 1965.

■ Never to late? Anne Corbett reports on the growth of the "University of the Third Age" in France.

■ Books: John Weightman reviews *British Black English*, by David Sutcliffe; John Messenger reviews three new books about Darwin.

■ Extra: Geography.

# Personal column

Mary Warnock

## Freedom at arm's length

A few weeks ago, writing in that admirable journal, *Classical Music*, John Pick called into doubt the sacred Arm's Length principle. He was referring specifically to the Arts Council, but he generalized his argument and asked, who believes in the Arm's Length principle in practice? My answer would be that if we don't believe in it, we ought to. If bodies like the Arts Council have lost credibility, it is extremely important that they get it back again.

John Pick argued for two different propositions: first, that supposedly independent institutions, the Arts Council itself, the BBC, the IBA, the UGC and others, were not really independent, but were politically packed; second, that politicians themselves would be able to do the job of distributing funds and regulating output better than the existing bodies, which consist of nothing but a bunch of British amateurs. Politicians might be both more expert and in a better position to seek professional advice.

But of course the question is not one of expertise. Roy Shaw, in reply to John Pick, argued quite correctly that the point of the buffer-bodies is that their members, whatever way they vote in elections, do not function *as* politicians on the boards.

Replying in his turn, Pick made an important point. He said that the Arm's Length principle is itself a political principle. He went on to say that therefore it ought not to be the basis on which the Arts Council rests. He said that the principle was an *expedient device* for distributing money to the arts, or to universities or whatever, and that if it didn't work it should be abandoned. I found this very confusing. He insisted that there was no moral right or wrong about the principle. So how could it be a political principle?

I certainly believe that the principle is political, but it reflects an ideal which is also a moral ideal, namely that of *freedom* under government. Government must be prevented from directly controlling, or even unduly influencing, the arts, broadcasting and education.

Reflecting on this rather obvious point, I wondered why it is that, in a democracy, so many people feel so strongly that direct government intervention or control in these areas is so violently to be opposed, and these by no means all people who favour *no control at all*. One could argue, it might be thought, that politicians are elected and are ultimately answerable to the electorate, whereas members of the Arts Council or the BBC are not elected, and seem answerable to no one. And yet no remark by a politician has been less well rece… than Benn's that broadcasting … too important to be left to the … casters, with the implication … politicians should take over.

So our adherence to the … Length principle is negative. It is … lesser of two evils, and is judge… be so on broadly political or … grounds. But it ought to be a … *deal* the lesser evil, and if … beginning to lose faith in it, … seems to contain too many evi… its own, then we must take action … revive it.

It is often suggested that mem… of these buffer-bodies ought to … elected, not appointed. But I … think this would do, even if … could devise the means to … them. If they represented an e… rate, they would lose their indep… ence of judgment. But it is true … there should be far more open… about how they are appointed.

The civil service list of pot… members (the list of the Great … the Good) should be published … people should be encouraged to … gest names to add to it. At pre… is only the Great and the … themselves who are ever asked … further names to join their pon…

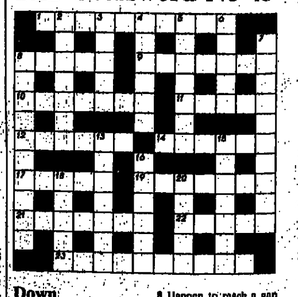
It is not, I suppose, easy to … of people who would serve … these bodies. The young tend … too busy or too poor to be … spare time. Whoever serves … spend time, and actually … meetings; and must, moreover, … be too feckless about committee … cedure, nor too ignorant about … to get things done. Members … not cutch the politicians' des… wanting to hold on to power … must be ready to resign if … that pressure is being … bear on them.

But a way must, in spite of … difficulties, be found to open … list. If anything casts doubt … Arm's Length principle, it is … currence of the very same … again and again on different … Not only should the buffer-bodies … independent of governments … should be independent of each other … as well. The worst blow to my … faith in the principle has been … appointment of William Rees-Mo… to be chairman of the Arts Coun… while he also holds the influen… post of deputy chairman of the IBA. … I cannot see that this was … necessary or wise. The list of … Girent and the Good cannot … have become so very short.

The danger is that … appointment will ultimately … the system either ridiculous or … ening. And it remains the best … tem we've got.

## TES Crossword No 45

by Rufus



**Across**

1 The fruits one can have decried (6,4)
8 and 14 across: Lose … pay seed in court (3,4)
9 Fire-raisers (7)
10 Book covering part of N. Africa (7)
11 Senior citizen (5)
12 Repeatedly sit about a fly (6)
14 see 8 across
17 Factory that goes to pot (5)
19 This animal won't act … ways in a natural … death (7)
21 Members … of the orchestra who take a bow (7)
22 Number in four round royal house (5)
23 Passenger-carrying flights (10)

**Down**

2 Observe slight upset, not the reverse (7)
3 Some vestige of sanctity? (5)
4 It may bring colour to a typist's work (6)
5 Compile, in a way that's controversial (7)
6 Why so unusually ostentatious? (5)
7 Space explorer? (10)
8 Happen to reach a gap in the hills (4,2,4)
13 Like hell cats in a melee (7)
15 He's in the right position not to be found out (7)
16 Code letter one has to put perhaps (6)
18 Possibly eager to correspond (5)
20 Suitable group to play an eightsome reel? (5)

Solution to Puzzle No 44

## Next week

■ Letter from America: Denis Doyle suggests 1982 maybe the most important year for education there since President Johnson's *Great Society* in 1965.

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■ Extra: Geography.

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Hopes sunk: these disappointed travellers were among nearly 1,000 children from 50 preparatory schools on the educational cruise ship Uganda, which was half way through her 14-day voyage to the Eastern Mediterranean when she was requisitioned by the Government for service as a hospital ship.

The children, whose parents had paid around £300 each, were flown home on Tuesday after the 14,000-ton vessel docked in Naples. She will be swiftly fitted out in Gibraltar before steaming south to join the Royal Navy task force heading for the Falklands.

# Frustrated ILEA gets set to go it alone in drawing up new contracts for teachers

by David Lister

The Inner London Education Authority is preparing to negotiate its own contract with the capital's 21,000 school teachers.

The package being drawn up by the ILEA is likely to include a guaranteed period of the school day to be set aside for lesson preparation for all teachers.

Talks between ILEA leaders and representatives of teacher unions in London are planned to begin next term. The authority has decided to press ahead with its own conditions of service contract because of increasing frustration with the lack of progress made by the Council of Local Education Authorities/school teachers panel at national level on such things as lunchtime supervision.

The ILEA would be the first authority in the country to go "unilateral" and draw up a contract with individual authority to make an agreement with teachers locally which in any way departed from what has become the national approach to this issue, which is that teachers ought to share a collective responsibility for the good order and discipline of children in the midday break – which isn't the same as supervising a school meal."

Employers in other parts of the country fear that the ILEA might decide to pay teachers for midday supervision and thus make it very difficult for the management side in future national negotiations. Agreement on any matters between the ILEA and its teachers will put neighbouring authorities under pressure to follow suit if the new agreements are favourable to teachers, and the ILEA has the reputation of a generous employer.

When the two sides meet next term the Inner London Teachers Association will present a list of suggestions for improving teachers' conditions of service which will include: guaranteed sabbaticals for teachers of a term every seven years or a year after 21 years; no compulsory redundancy; maximum class sizes of 25; guaranteed one fifth marking time in all schools; full pay for the whole period of maternity leave; five days' paternity leave; the right to retire at 55, and the phasing out of fixed term contracts by August.

Some of these items, such as redundancy policy and class sizes, can be and are already negotiated locally, but the others have in the past been a matter for CLEA. However, while CLEA has a national agreement on a number of things including maternity and sick leave, it has only given its approval for one fifth preparation and marking time in secondary not primary schools, and even this is a matter of convention not agreement and varies considerably from school to school.

Mr Bob Richardson, secretary of the Inner London Teachers Association, said this week: "We were making no progress in the national negotiations and we hope to start discussions with the ILEA in the summer."

# Action on short contracts sanctioned

by Richard Garner

Leaders of the National Union of Teachers are ready to sanction industrial action against local education authorities who abuse fixed-term contracts for teachers.

Mr Bob Richardson, chairman of the union's executive committee, and executive member for inner London, said: "We shall regard teachers as being made redundant if their contracts are not renewed. We said that in Barking and Dagenham (where the union has just ended a six weeks strike against a threat to 159 jobs) and we got an agreement there. We hope that agreement will be obtained in the other 103 local education authorities."

Thousands of teachers – many of them new entrants to the profession – are on fixed-term contracts which are due to expire at the end of next term. The union's new stance, outlined in a document called "Education for National Survival" and agreed by the union's annual conference in Scarborough this week, is to press through the Council of Local Education Authorities/school-teachers' committee, for a national agreement on the use of fixed-term contracts.

In addition, all local divisions are to be urged to seek individual agreements on fixed-term contracts which the union believes should only be used to cover the absence of a teacher on maternity leave or on secondment.

The 1,800 delegates at the conference voted to instruct the union's executive to consider appropriate industrial action against any local education authority misusing fixed-term contracts if local divisions agree.

The document said: "Our grave concern is over the mounting improper use of such contracts by local authorities seeking to create a readily disposable category of 'second class' teachers and to avoid their obligation under negotiated redeployment schemes."

● Full NUT conference report pages 6, 7, 8.

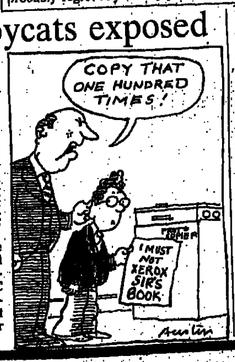
# Classroom copycats exposed

Teachers who write books are infringing on colleagues who photocopy pages from books and infringe the laws of copyright.

The Educational Publishers Association estimated this week that 200 million pages are illegally photocopied in educational establishments each year at a cost to publishers of £4m.

Warning letters are going out to several local authorities to stop copying in schools, and have already been sent to two Scottish authorities, Tayside Region and Strathclyde.

Mr John Davies, chairman of the Educational Publishers Council, said that information on teachers' photocopying had been given to the EPC by authors who were themselves teachers and were anxious that their work should be bought rather




# NAS official dies at 58

Teachers' leaders this week paid tribute to Mr Ron Cocking (pictured right), treasurer of the National Association of Schoolmasters/Union of Women Teachers, who collapsed and died at the union's conference in Blackpool.

Mr Cocking, 58, was a Birmingham junior school head and had been treasurer of the union since 1975. He was a member of the Schools Council and the Burnham Committee.

Mr Terry Casey, general secretary of the NAS/UWT, said: "Ron Cocking was an assiduous worker. He put everything he'd got into it. His work for the union was his first preoccupation. "Mre Eric Powell, the union's new president, described him as "one of the greatest leaders ever – a doughty fighter who never ran away from an issue."

Mr Fred Jarvis, general secretary of the NUT, said that despite differences between the two unions he had invariably been able to work well and constructively with Mr Cocking. "We deeply regret his passing," he added.

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# Intrepid Lady Plowden stirs a hornets' nest

Lady Plowden's farewell speech to the Preschool Playgroups Association (*TES* April 2) has stirred up a hornet's nest that many people working with under-fives and their parents must have hoped had been safely smothered in recent years.

*The TES* has received a pile of letters from nursery teachers, playgroup workers, health visitors and mothers (see page 14 and letters next week), all appalled that so distinguished a spokeswoman should appear (in their view) so to belittle the work of nursery teachers, and to present playgroups as the answer to all needs.

And there is, indeed, a danger that Lady Plowden's "qualms" about nursery school expansion could encourage policy makers to believe that a few hundred thousand pounds scattered among voluntary playgroups will adequately meet the needs of under fives and their families (though this is certainly not what she said).

If we have learnt anything from the mass of recent research and experiment in the nursery field (pre-school is now probably the best-researched part of our entire educational system) it is that there is no "best buy" in nursery provision. Different children and families have different requirements – in terms of hours provided, demands made on parents, curriculum and cost.

But it is now possible to identify some essential ingredients of successful provision. One is cooperation between different agencies – statutory and voluntary, in health, education and social work. Another is the involvement of parents in a dynamic way, as partners in their children's education.

There has also been new thinking about established nursery school practice in fields such as language development and early mathematical experiences. No one sector of pre-school provision has the monopoly in any of these strands of development.

Experiments in merging day care and education have sharpened thinking about the needs of families with young children. The astonishing growth of the playgroup movement has played an important part in the new emphasis given to parent involvement, and fostering parents' self-confidence. But a great many nursery teachers have also been searching for ways to involve parents as partners, not bottle-washers, and to boost their confidence (which is not to deny that there are plenty of playgroups where the bottle-washer model prevails).

When it comes to the examination and development of nursery school practice, inevitably the professionals have taken the lead. The playgroup movement has been quick to promote good practice, and inventive in establishing training networks that reach large numbers of parents. But it would be unrealistic to expect a movement whose strength lies in the short-term, part-time, grass-roots participation of thousands of parents to contribute in depth to the development of good pre-school practice. Ultimately, when it comes to actual work with children, voluntary playgroups depend on the professionals.

Equally, when it comes to the multiple problems of families with acute social and economic difficulties, it would be absurd to expect voluntary playgroups to work miracles. The self-help playgroup philosophy can have an important part to play in some inner city areas but a lot of effort is required to build up parents' confidence in the long-term, and meet the urgent immediate needs of your children. Inner city problems call for regular and consistent support systems, open five days a week, with different professionals cooperating to cater for both children and adults.

Of course, that is exactly what has been developing in many piecemeal experiments around the country. A number of schools have been started by both statutory and voluntary bodies, ranging from purpose-built combined nursery and family centres to ad hoc extensions of school and playgroup activities.

Such schemes can provide security and skilled care and teaching for young children – and a reliable source of support for distressed parents. They promote cooperation between different agencies, and can work well whether they come under the aegis of education, social services, health or voluntary bodies.

They have not yet become very numerous, partly because of spending cuts and partly because of entrenched professional jealousies. But in the context of these embryo developments and what they demonstrate, parts of Lady Plowden's speech read very oddly indeed. If it does have the effect *TES* correspondents fear, and leads policy makers to believe that one low-cost pre-school panacea is available, it will be a disaster which would appal no one more than Lady Plowden.

# Comment

## National politics win at NUT

One of the features of this year's NUT conference has been the desire to debate national and international political issues rather than concentrate on the more domestic aspects of the education service.

There have, of course, been occasions before when delegates have sought to use the conference for general political debate. Presidential rulings have usually steered the union away from such discussions which, on any strict interpretation of the union's constitution, are out of order and may lead to the executive being instructed to take actions which might subsequently be challenged by a member.

The disarmament motion placed the president in a particularly difficult position because this had been given top priority by the local associations. To prevent the conference from discussing, and voting on, the resolution which their members had chosen to put at the top of the list, seemed to a little more than half the delegates absurd, and so the advice of the union's solicitor was rejected and the debate went ahead.

By a narrow majority, the union now stands committed to unilateral nuclear disarmament (but not, for some reason, to joining CND). Students of all the precedents will no doubt be able to say that this is not the first time the union has adopted a collective view about a major political controversy outside the educational field. But it must be the first time the NUT has pronounced so categorically about national defence.

Many people – on the NUT executive, as well as in the country at large – who will wonder if this is a particularly good idea. Is the NUT going to develop collective policies on all other national issues from nationalization to law and order, and from membership of the EEC to the subsidization of transport? Clearly, the majority of the delegates at Scarborough had no desire to open the door as widely as that. They voted down attempts to pass resolutions about the Falklands Islands, the Employment Bill (which was rather nearer home) and the Special Patrol Group.

What has happened, however, must greatly encourage all those lobbies and pressure groups which have learnt how to manipulate the procedures of organizations like the NUT to impose the view of a minority of activists on the majority. There must, even now, be a considerable doubt in many people's minds whether the majority of NUT members really support unilateral disarmament.

Opinion polls have, in the past, always tended to show a majority of teachers in support of the Conservatives and Liberal parties. It is a safe bet that many teachers have deserted both the Conservative and Labour to support the Social Democrats. It would certainly upset all past expectations if a majority of members of the NUT voted at the next General Election for the only major party, Labour, committed to unilateral nuclear disarmament.

It would, however, be a mistake to underestimate the grass roots disquiet about nuclear weapons, but what has happened also says something important about the way in which the bandwagon behind the disarmament motion began to roll, and the effective lobbying campaign initiated by the Birmingham association of the NUT. It is this example which will have been noted by Rank and File and the Socialist Teachers Alliance, and taken together with the successful use of draft resolutions and local lobbying in mobilizing active minority influence inside the Labour party, suggests that it will be harder than ever, in future, to prevent national politics from taking over the NUT agenda.

## Fewer in the class of '81

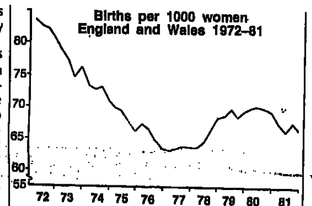
The up-turn in the birthrate which began in 1978 went into reverse last year. Figures released by the Office of Population Censuses and Surveys show that there were an estimated 634,000 births in England and Wales in 1981 – 4.4 per cent less than in 1980, and marginally less than in 1979. The 1981 figure is still about 11 per cent above the 569,300 low recorded in 1978, but the down-turn must cast further doubts on the already dubious forecasts of teacher-demand for the 1990s.

Minor variations in the population trends are not susceptible to any reliable explanations. This may be no more than an aberration in a trend which is still generally moving upwards. But there are some signs which suggest there may have been a more significant change. Other things being equal, the number of births might be expected to go up or down with the number of women "at risk" – the total number of women aged 15 to 44 at any given time. It so happens that during the early 1980s the number of women in this category has been rising, so if the fertility rate were to remain the same, the annual number of births would go up.

What has happened, however, is that a larger total number of women at risk have given birth to a smaller number of babies: the fertility rate has fallen by 4.5 per cent to 62.1 per 1,000. It is not clear whether this downward trend which began in 1980 is going to continue. The pattern for the last two quarters of 1981 is described as "very erratic".

Why fertility rates should rise or fall in the way they do is a matter for infinite speculation. During the 1970s, the rate fell from around 80 per 1,000 to the 1977 low of 58.7 before it began to recover. Rising unemployment and more widespread insecurity are obviously likely to be among the social factors which influence the hundreds of thousands of private choices which are concealed by the statistics. It is easier to suggest reasons for a decline in the early 1980s, than to explain the upturn between 1977 and 1980.

**Births per 1000 women England and Wales 1972–81**




## Out of phase

A shortage in graduate output, just when the economy is beginning to pick up, is forecast in a recent report by the Institute of Manpower Studies.

Nineteen eighty four will see the start of a decline in the number of new university graduates, even before the full effects of the current cuts in expenditure have been felt. After a five-year period in which graduate output will have risen sharply – by 14 per cent in engineering and technology, 18 per cent in science subjects and 12 per cent in social, administrative and business studies and languages – the number will drop by 3 per cent in one year.

"The most significant feature is the decline in numbers in engineering and technology in 1984, which could coincide with a significant increase in demand by employers," the report says. It states some vital subjects have already declined; the number of civil engineers will drop by 25 per cent between 1980 and 1984.

Even in popular subjects like electrical and electronic engineering, the report foresees problems. As some graduates will go on to research and further training, the IMS report predicts that only about 1,700 will be available for employment. Since some employers recruit several hundred graduates a year, this is likely to lead to a repeat of the critical shortages of the period 1978–80.

All this will feed the worst suspicions of Aston and Salford. The lead-time for decisions about student numbers ensures that by the time graduate output falls the economic climate has changed. A self-induced graduate shortage would be an ironic, but not entirely unpredictable, consequence of the haphazard way in which higher education policy is made.

Of course, the IMS warning is based on the hypothesis that 1984 will be a boom year. It would be pleasant to share this optimistic view. What is indisputable is the Government's elementary duty to make sure that the next crop is replenished even during the fallow years.

Various caveats have to be added to the IMS figures. They don't take account of the polytechnic graduates because of the latter's reluctance on the part of the DES to collect figures for graduate output which span the public sector as well as the universities. As it happens, when the universities began to cut their entry, the polys stepped up their recruitment and will have plugged some, if not all, of the gap.

More significantly, the IMS study does not offer any research-based comment on the nature and quality of any expected increase in demand. There seems some reason to believe that there is no real shortage of civil engineers, but in electronics the situation is quite different. This "information brief" would have been more impressive as a contribution to the analysis of the present cuts in higher education if it had been able to match its comments on supply by some more informative guesses about demand.

*IMS Labour Market Information Brief No 3 –Graduate Supply*; available from Terry Pugsley and Sue Beadle, Institute of Manpower Studies, Mantell Building, University of Sussex, Falmer, Brighton, BN1 9RF. Price £3.

## No comment

Manor School, Nr. Stroud. Mixed Secondary School. Head of Creative Studies Faculty Scale 3. Applications invited from suitably qualified and experienced candidates. The faculty consists of the Department of Home Economics, Needlework, Art, Metalwork, Wood Design, Motor Engineering, Home Maintenance and Music, and the required candidate needs to be interested in the whole range of these activities for both boys and girls, and to be sympathetic to the needs of pupils throughout the whole ability range." *From advertisement in educational circular.*



# Parents of stay-at-home children win fight for places

by Biddy Passmore

Five children who have missed two terms of classes in a battle over an unwanted school have finally been told by the DES they may start at the school of their parents' choice next Monday.

The decision comes after nearly two months of to-ing and fro-ing between the Department and Wiltshire County Council. The council had refused to allow the children into Sheldon School in Chippenham, which they said was full, and insisted that they should go to nearby Hardenhuish School. But the parents refused to accept the authority's decision and kept the children at home.

By Christmas the number of children on roll at Sheldon had fallen sufficiently to allow the five children in. But Wiltshire decided it would be wrong to give them priority over disappointed parents who accepted the authority's original decision. They issued an attendance order instructing the parents to send their children to Hardenhuish.

Now, however, Dr Rhodes Boyson, junior education minister, has told the council that the five children should be given places at Sheldon School because this would not, in the words of the 1980 Education Act, "prejudice the provision of efficient education or the efficient use of resources".

This week Dr John Williams, senior area education officer, said he was glad the question had been resolved. The Education Secretary's decision would not create a serious precedent for the future, he said, because the number of parents willing to go down this route was limited and the authority had been able to satisfy all school requests across catchment areas this year.

Mr John Pickering, leader of the rebel parents, said he too was relieved, because the children had been showing "signs of strain".

# Local authorities ready to call lecturers' bluff over improved pay offer

by David Jobbins

Local authority employers seem ready to call the college lecturers' bluff over the threat of increased industrial action if the 2.5 per cent pay offer is not improved.

They believe that the lecturers' leaders' decision to requisition a meeting of the Burnham further education committee next Monday could be a tactic designed to increase the base line for a future arbitration hearing.

The National Association of Teachers in Further and Higher Education, which is already taking limited action amounting to a work to rule, has warned that it will consider stepping up its protest if the offer is not improved.

But both sides are aware of the risks of reaching a settlement which may prove to be out of line with the outcome of the arbitration hearing on schoolteachers' pay, which is unlikely to take place for some weeks. The unions are unlikely to want to negotiate a lower settlement, while the employers would be equally loath to reach a higher one, even if the Department of Education permitted it.

But union leaders were looking with interest at the settlement for further education lecturers in Scotland.

Last year Scotland set the pattern which was followed for lecturers and teachers in England and Wales. This year Scottish lecturers have settled for an average pay increase of 5.5 per cent without resorting to arbitration. They had claimed 11 per cent.

NATFHE leaders are heartened by early responses to their call for the work to rule. Of the 100 or so branches responding by Easter, 95 per cent supported the protest against the 2.5 per cent offer.

There are signs of further strains between the unions and employers over proposals for a sub-professional supervisory grade for New Training Initiative courses. The idea has been put forward by the employers following talks with Sir Keith Joseph, Education Secretary, and Mr Norman Tebbit, Employment Secretary.

The employers were left in no doubt that Ministers strongly favour a proportion of the NTI work being carried out in the private sector, where training activity is slack because of the recession, rather than in the colleges and Manpower Services Commission skill centres. The employers are concerned to reduce costs on courses offered in the colleges to ensure more equal competition both with private and MSC schemes. (*TES*).

## New head for Sudbury

A new headmaster, Mr Ian Macdonald, has been appointed to the troubled Sudbury Upper School.

The previous head, Mr Gordon Godsman, took early retirement and five staff were redeployed following a recent inquiry into the school's management. Relations between the head and staff had been in difficulty for two years.

Mr Macdonald, head of Newmarket Upper School since 1977, said this week that the Sudbury school had a dozen staff vacancies for this September. He wanted potential applicants to know that the school faced a more settled future.

"Perhaps surprisingly, I'm looking forward to taking over. I think the school has tremendous potential."

## Left mistake

The newly elected Labour leader of Britain's 1.2 million students has challenged all student unions to elect their delegates to the annual conferences of the National Union of Students on the basis of secret ballots.

In his first speach after being elected president of the union in Blackpool last month, Mr Neil Stewart, an Aberdeen University graduate, aged 26, said he believed the Left had made a serious mistake in blocking democratic change.

Mr Stewart, who takes over from the retiring NUS president Mr David Aaronovitch in July, will be the first Labour leader of the union in five years.

## Pony power

**There are no school transport problems for the Carter family from Weeley Heath in Essex. Mrs Margaret Carter of Rowheath Farm regularly runs her daughter Melanie and friends to Weeley Church of England Primary School in this pony and trap.**

**There is no bus service for the school as most of the 120 pupils live nearby, so two years ago Mrs Carter bought the 80-year-old trap for the two and a half mile trip to school. Melanie has won prizes at local shows for driving and riding Merry Legs, an 8-year-old Welsh mountain pony.**

## Schools reminded of caning ruling

STOPP, the anti-caning pressure group has warned teachers that they should not beat children until they have got written permission from their parents in the light of the recent European Court of Human Rights ruling that parents should have the right to insist their children do not receive corporal punishment at school.

Mr Tom Scott claimed: "It is the responsibility of each individual teacher to get the permission of each individual parent in writing."

## State failure blamed on the unions

Teacher unions were blamed this week for failing to raise standards in state schools.

Lord (Max) Beloff, former principal of the University College at Buckingham, attributed the success of independent schools to the greater involvement of parents and teachers. "On the whole, teachers may . . . do better when their interest is enlisted in the school itself rather than simply as units in a 'teaching profession'", he said. "Teachers' unions which have done so much to prevent the raising of levels in the state system play a smaller part in the independent sector".

Speaking at the annual conference of the Independent Schools Association in Brighton, Lord Beloff attacked the Labour Party's campaign to abolish independent education. This had long since ceased to have anything to do with the betterment of working class children, he said. It now derived from an uncomfortable feeling that the state sector was not doing as well as it should and that the application of more money showed no signs of improving standards.

The leaders of the Labour Party are either those who are consumed with envy of those who have had better educational chances or were unhappy at their own independent school because of personality defects and want revenge", he added.

However, he stressed that independent schools should not make educational exclusiveness an excuse for social exclusiveness.

Independent schools should also be prepared to publish their public exam results, he said.

## Government postpones student loans scheme

by Paul Flather

The Government has been forced to postpone its plans to introduce a student loans scheme for the second time in as many years.

Ministers at the Department of Education and Science are now becoming resigned to the fact that there is not enough Parliamentary time before the next General Election to put through all the necessary legislation for a new loans scheme.

It is understood Ministers are now thinking in terms of including the loans proposals in the Conservative Party's next General Election manifesto, although a consultative Green Paper on loans may still be published.

Speculation on the loans issue increased soon after Sir Keith Joseph became Education Secretary last September. Civil servants were told to reactivate their research and put the issue back on the agenda.

Sir Keith is known to favour some form of student loans scheme because he believes it will produce a more efficient higher education system, and because he feels it is wrong for the less well-off to support those with good job prospects.

Last week Sir Keith told the national conference of the Federation of Conservative Students (FCS) that loans could "not come overnight," and it is clear the Government has made no approaches to the major clearing banks who could be expected to play an important part in any scheme.

They are however, ready to talk with Ministers about the details of any scheme. They are much happier that the proposal is limited to partial loans, reducing what could otherwise be a massive commitment of their money.

Two key questions would have to be answered before the banks agreed to take part. They would need to be convinced that money owed by defaulters would be rapidly and unconditionally repaid by the Government. And they would also want to examine the rate of interest to ensure a reasonable return on their investment. So far Ministers have not indicated what rate they contemplate, but the favoured Canadian system has one of the highest in the world – approaching commercial levels.

Their confidence has been undermined by the action of the Government last week in unilaterally cutting the rate of interest under the export credit guarantee scheme, widely regarded as the model for student loans. (*TES*)

## Tory recovers

Mr Dmitri Argyropulo, chairman of the Conservative Party's national advisory committee on education, was recovering this week after being admitted to hospital in Scarborough with a ruptured appendix.

## Campus cash

British universities will have £83.6m to spend on equipment and furniture in the academic year 1982–83, the Government announced last week. The grant, which will be distributed by the University Grants Committee, is a cash limit.

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# Platform

Denis Doyle believes the new US budget challenges the very existence of any federal education programme

## Reagan lays down a gauntlet

1982 promises to be the most important year for American education since 1965, the year President Johnson pushed through the Great Society. Until that time, no American president had been able to launch national education programmes. While Abraham Lincoln had signed the Morill Act (providing grants of federal land for state agricultural colleges) and Harry Truman had overseen the GI Bill (which provided stipends for World War II veterans to continue their education), these programmes were exceptions that proved the rule. Eisenhower and Kennedy had undertaken small federal programmes, linked to national defence, but they were modest in scope and soon lapsed.

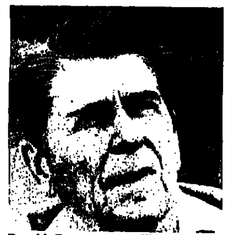
It was Johnson's political genius to tie education to the twin goals of eliminating poverty and establishing racial justice. His federal education programmes, which represented about 8 per cent of overall national spending for education, were essentially civil rights programmes, stressing equity, access, and special assistance to the poor, particularly racial minorities.

Whether or not Johnson's programmes were effective in education terms has never been resolved; indeed, the connexion between increased spending and higher test scores or even greater social justice is probably so tenuous as to be beyond proof. But the programmes "worked" in other important ways. They delivered funds to pockets of poverty across the nation, reaching each of America's 435 congressional districts. Consequently, Johnson's education programmes enjoyed broadly based legislative support, even if researchers and analysts were hard-pressed to justify them on substantive education grounds.

The Reagan administration has plans to change all this, however. First, in 1981, Reagan proposed major across-the-board education cuts; tied to the cuts were promises of "deregulation," greater flexibility for local schools, colleges and universities. The "catch" in the first round of Reagan cuts was just that; they were a first round. The second round of cuts proposed this year are so severe as to raise the question about whether or not there will be a federal role in education at all.

One of Jimmy Carter's accomplishments as President had been to elevate education to cabinet status. Reagan had asserted, when campaigning, that he would do away with the Department of Education altogether, and it is with some surprise that the education establishment watches him begin to deliver on his promise.

Reagan's policies go well beyond the narrow confines of education, because they represent a genuine break with the political tradition begun 50 years ago this spring, under Franklin Delano Roosevelt's New Deal. No one under 70 has had the experience of voting in any other political milieu. And even conservatives are used to a political and social culture characterized by increasing centralization of the federal government. Because of this, Reagan's proposals are all the more striking. If adopted by the Congress, they will represent a true revolution in American political life.



Ronald Reagan: cancelling the New Deal

Lyndon Johnson: showed political genius

The surprise, of course, was not due to a lack of warning, but a failure to take Reagan seriously; an error many of his opponents have learned to regret. But Reagan's role is, in a real sense, overrated: in this case, his is the reaction – if not the reactionary. His determination to eliminate Jimmy Carter's Department of Education and dismantle the federal education enterprise is the response of a man presented with an offer too good to refuse. Carter and the National Education Association (NEA), the nation's largest teacher union, seriously overreached in their attempt to carry the Great Society to its logical conclusion.

The creation of a cabinet level Department of Education was simply more weight than the fragile structure of federal education programmes could bear. The NEA's rival union, the American Federation of Teachers (AFT) had opposed the creation of the Department of Education. As an independent department, the AFT reasoned, it would become dangerously distant from its natural allies in the American labour movement and peculiarly vulnerable to an ideological President or Congress. How right they were.

Reagan has strengthened his hand by two other moves that display extraordinary political acumen. First, his Secretary of Education (who supports eliminating the Department of Education and his own job with it) is invariably described as a "good" and "decent" man even by his most ardent opponents because the adjectives are apt. He is a good and decent man. The task of marshalling opposition to the President is all the more difficult when everyone thinks his Secretary is a splendid fellow.

Secondly, and more important, Reagan has tied his education cuts to the more general "need" to cut government across the board. Fiscal austerity affects all programmes, as in the first round of cuts, education did not appear to be singled out for specially harsh treatment. It is not now, with the cuts proposed for 1982, that the administration's real intentions are revealed: cuts of education so severely that only a shell will remain. If the President is successful with his budget, it is only a matter of time before the federal role evaporates altogether.

Reagan's decision to lay down the gauntlet leaves little room for compromise. His proposals represent an all-or-nothing challenge. And while it is too early to predict the eventual outcome of this spring's debate, one thing is certain: whatever decision is forged will cast the die for the foreseeable future.

*Denis P. Doyle is director of Education Policy Studies at the American Enterprise Institute, Washington, DC, USA.*

## Acquiring a taste for the continental life

**Many English schools have now tried a shorter European-style working day. Biddy Passmore reports.**

The teachers' recent industrial action has had one unforeseen consequence which could lead to a change in the daily life of thousands of families.

As staff refused to supervise the lunchtime break in pursuit of their pay claim, a number of schools went over to the continental day – scrapping the lunch hour and afternoon timetable and extending the morning session. And they discovered that they liked it.

Then the Secondary Heads Association, representing 3,500 headteachers, decided at its recent conference to press for a full scale introduction of the continental day.

The arrangement, novel in Britain, is common in several continental countries, including West Germany. And it proved very popular in a sample of schools who tried it. Pupils loved the new regime, many teachers preferred it – and only a handful of parents complained.

"One of the great gains was in terms of discipline", Mrs Margaret Ward, the headmistress of Sydenham County School in Bridgwater, Somerset, said – a view echoed by many others. "They were totally occupied while they were here and almost didn't have time to be naughty."

Pupils were delighted to have a free afternoon in which they could take part in activities normally closed to them during term-time. But the teachers' sanctions coincided with glorious spring weather and more than one head commented that their charges' joy might have been more confined if they had faced afternoons of grey skies and rain.

The school day at Sydenham, a mixed, comprehensive with 1,000 pupils, normally runs from 8.55 to 3.25 with an hour's break for lunch. For nine days the day stopped at 1.40, with two short breaks.

During the second of these, which lasted 20 minutes, kitchen staff served packed lunches to the children entitled to free meals. "We served over 100 meals in 10 minutes", Mrs Hayward announced proudly.

One disadvantage was the segregation of "free meal" children while the continental day was running. Many schools felt there was no way to avoid that if they were to stay within the law. Under the 1980 Education Act, schools must provide meals for children from families living on supplementary benefit or family income supplement. There is no longer any similar duty towards other children.

At the Mountbatten School in Hemel Hempstead, Hertfordshire, the headmaster and staff decided on an optional lunch hour after school had ended. The school already has a mid-morning break when soup and rolls are served. This was extended by five minutes, to keep the children going from 8.50 to 2 o'clock. Then those who wanted could have a normal school meal in the canteen, supervised by the head.

Only about 40 out of 760 pupils chose to take it. The rest disappeared to relish their freedom, and missed it when it ended. The next week fifth-formers moaned when the time got to 11.55, the time when the morning session normally ends, and wanted to carry on working. Sixth-formers are already organizing a petition to the local education authority asking if the continental day could continue.

Mr Geoffrey Aynsley, the headmaster, said his priority during the teachers' sanctions was not to interfere with the education of his pupils. By a rigorous pruning of assembly and pastoral time he managed to keep the usual diet of four 70-minute lessons going.

"I wrote to the parents saying this was first and foremost an educational institution and secondarily a cafeteria", he said this week. As a result he had not a single complaint from parents.

At Bodedern Secondary School, a comprehensive with 860 pupils in rural Gwynedd, they took pupils through lessons at breakneck speed. For three days, school started at 8.45 and ended at 12.30, with eight 25-minute lessons and a short break crammed in-between.

"We had to postpone the morning service", Mr Carol Hughes, the headmaster, said. "But we had a very short registration period and religious gathering."

He could not organize meals for the whole school and was not prepared to single out the free meal children, a distinction he has always tried to avoid. In any case, it would have meant they had to eat sandwiches on buses or on the way home, which he could not condone.

The lessons, although rather short, were "very intensive and very efficient", he said. But, after three days, he became worried about the effect of the curtailed classes on fifth and sixth form pupils who were preparing for exams. The second week, first to fourth year pupils went home at 12.30 after just five lessons and Mr Hughes supervised lunch for about 200 fifth and sixth form pupils, who then stayed on for afternoon classes.

He remarks that some children were less tired after their hectic morning than after a whole day at school. "I heard comments from some parents that their children were quite fresh and prepared to tackle some home work in the afternoon rather than the evening", he said.

Children may have been less tired but some teachers found the change exhausting. The Assistant Masters and Mistresses Association reports a number of cases where schools speedily returned to normal because teachers were too tired to carry on till 2 or 3 p.m. without a proper meal.

"The staff found it exhausting to being with, because they had to prepare at the beginning of the day for the total programme", Mr Aynsley, admitted. "But the compensations were the good weather and, at 2.30 or 3, if they wanted to go to the bank or to have a dental appointment, they could do so – and the evening still lay ahead of them."

Mr Hughes also pointed out that staff meetings were much easier to arrange while the school was on a short day.

All the schools that opted for the continental day had to tread very carefully with their staff, so that they did not appear to be undermining the sanctions on school meal supervision. In Hertfordshire, a number of heads raised the idea but only in the Mountbatten School did the head manage to get the staff's agreement.

In Cheadly, Stockport, three schools worked a shorter day after careful negotiations with union representatives.

Working mothers may not have found it any harder to arrange for children arriving home at 1 or 2 p.m. than at 3 or 4 p.m. – and the earlier start might well have suited them better, according to one head who pointed out that working mothers had to make arrangements during school holidays anyway.

Most of the heads I spoke to would have been prepared to consider the continental day as a long-term option, but they all stressed that many of the benefits they had seen in their short trial period might have worn off with novelty.

It would certainly help to solve one of the most intractable problems in education: the supervision of school meals. Leaders of the Secondary Heads Association were united at their conference when they said that, failing a satisfactory agreement on teachers' conditions of service, they favoured the continental day.

A change in the law would probably be needed first. Under the regulations, schools have a duty to provide "at least four hours of secular instruction" a day for pupils over eight and this must be divided into two sessions, "one of which shall be in the morning and the other in the afternoon unless exceptional circumstances make this undesirable".

On the basis of those regulations, counsel advised East Sussex Council that a plan to introduce a school day ending with lunch at 1.30 would be against the law. There must be a proper break for lunch between the two sessions.

The school in question – Newhaven Tideway – has therefore adopted an experimental compromise scheme in the current year. The day starts at 8.10 and ends at 2 p.m., with a mid-morning break and an hour for lunch between 12 and 12.30.

But Mr Kenneth Saxby, the headmaster, finds the scheme does not work as well as he had hoped. Only 200 out of the school's 1,700 pupils take school meals and a further 200 go home for lunch, leaving 1,100 roaming around eating sandwiches. Moreover, he says, the teachers find two short breaks more exhausting than one.

He is in no doubt that he would still prefer to see his original plan implemented. That is what he was forced to do during the past two weeks of sanctions and that is what he finds best for both pupils and staff.

He questions whether the regulations do actually stipulate a full lunch-break between the two sessions. "It doesn't say the sessions must be equally divided and it doesn't say when the meal should be served, as long as it's around midday. It would be interesting to take a test case" he said.

If East Sussex decides to take the risk – or the Government changes the law – there could be a lot of happy schoolchildren.



Sarah Bayliss visits a school plagued by its heating

## A grievance that needs to be fully ventilated

School medicals at Elton County Junior School are a bizarre performance. A constant loud hum makes heart and hearing tests impossible unless the entire heating and ventilation system is switched off. The absence of natural daylight means that eyesight tests have to be done in the playground.

The school in Elton, Cheshire, is only six years old. It is a single storey, open-plan building with a "controlled environment"; the windows do not open and there is a mechanical system of heating and ventilation.

Apart from the constant background noise from ventilation equipment and the permanent artificial lighting, the staff and pupils complain about a stuffy, sleep-inducing atmosphere and extremes of temperature – especially a build-up of heat in the afternoons.

"How children and teachers can tolerate a whole week of these conditions I do not know," Mr Fred Venables, former chairman of the governors, wrote to Cheshire's education department.

"As I write this, I am suffering a severe headache and I was in one room for only one hour. Parents are complaining about their children having to visit a doctor frequently suffering from eye strain and feeling unwell. These complaints are no doubt due to the noise and lack of air in the ventilation system."

The letter was written on October 4, 1976, and Mr Venables has long since retired. In the meantime the heating and ventilation system has been monitored by the school itself and on occasions, by Cheshire's architects' department.

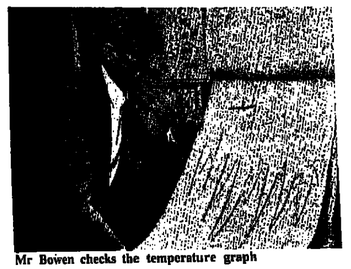
Some adjustments have been made to the building, but according to those who work in it, the conditions are much the same. "We've had a lot of sympathy and advice but nothing significant has changed," Mr John Bowen, the head teacher, said.

On Monday, April 19, Mr George Ratcliffe, Labour chairman of Cheshire's education committee, will visit the school with a senior architect.

The parents association, which expressed serious concern about their children's health at a meeting three weeks ago, has called for an independent assessment of the school's heating and ventilation system but has agreed to defer any action until after Mr Ratcliffe's visit.

The heating and ventilation system is installed in the roof of the building and delivers hot air through ducts at ceiling level. Air is taken away through grilles in the ceiling.

About 85 per cent of the air is recirculated, 15 per cent is drawn in as fresh air and is cleaned through a filter. Filtering is important since the school is built in an industrial area. Two power stations, two oil refineries and a fertilizer plant dominate the skyline.



Mr Bowen checks the temperature graph

Unlike many new office buildings which have this "plenum" system of hot air heating, Elton does not have air conditioning. The air is not moistened nor can it be cooled in summer.

Miss Gerda Wright, who teaches, eight- to ten-year-olds in Class 4, has a chart on her wall where the children record temperatures.

There are three thermometers: one at floor level, one at four feet and the third at about seven feet just below the ceiling. They are read three times daily and the chart shows temperatures ranging from 55°F at ground level at 9am to 75° at head height by 3pm.

External temperatures seem to have a strong effect on inside temperatures. After a frosty night the temperature reading at floor level can be as low as 50°F. In the freezing cold spell this winter the school had to close for a week and 33 pipes burst.

Children complain about a peculiar layering of air: in the late mornings their feet are cold while their heads are hot. In the afternoons, temperatures steadily rise.

"We never really know what to wear," Miss Wright said. "We can come in in the morning and feel very cold but by the afternoon we're boiling hot."

Miss Wright teaches music in an enclosed room in the centre of the building – the audio visual room where children also watch television.

"In my last lesson the thermometer was up to 83°F."

"It was extremely difficult to get the children to sing – I could feel them wilting in the heat. They were bright red in the face even with their jumpers and ties off."

Last November Mrs Brenda Holding complained to the head that her class of seven-year-olds had developed bright red blotches on their faces and necks while watching television. The thermometer read 82°F.

The head cannot turn the system down if it gets too hot; the switch panel in the boiler room shows he can only turn it on, off or leave it on "automatic". He is instructed by the authority to leave the five heating "zones" in the school on automatic control.

Heating engineers who came to investigate the high temperatures in the audio visual room have discovered that fresh air has never circulated in there. A "baffle plate" which should move to let in air from outside had been jammed shut. This has been corrected and the room has cooled down but, according to John Bowen, temperatures in other areas now seem to have risen.

The school has about a dozen external doors which must not be left open when the heating is on since to compensate for a cold draft the air vents push out even more hot air.

But in an emergency, as in the case last November, the heating system is turned off and the doors flung open. However, five doors face directly into the prevailing wind which blows across flat land from the estuaries of the Rivers Dee and Mersey.

"If the wind is coming across it knocks the blackboard over," Miss Wright said.

Other adjustments made in the school include a window that opens in the staff room and distributors placed on some heating ducts to prevent hot air concentrating in one area.

Miss Sue Jackson, teacher of Class 7, is concerned about her children's health. "If a child in my class gets a cold it goes right round the school. I'm very susceptible to colds – I've got one now that I've had for a month."

On Monday, March 29, the day the parents' association met, Mr Bowen counted 135 out of 202 children with colds. Five out of nine teachers had colds too.

Mrs Anne Wilkes, a parent governor at the school said, "Parents are extremely worried about their children's health." Her son Maxwell, aged nine, has a scar on his lung from a bout of pneumonia – which was nothing to do with the school's atmosphere – but now a cold could affect him badly. "Coughs and colds seem to spread very quickly – the air is so stuffy and stale."

She says that if nothing is done, Maxwell will have to move to another school, although that is the last thing she wants. "In spite of the building, the standard of education is very high."

In October 1978, Mrs Joan Clisham, a class teacher, was transferred to another Cheshire primary school on health grounds. She said she could no longer work in a noisy overheated atmosphere.

Mr Andrew Stunell, an architect's assistant and a Cheshire councillor has recently visited Elton on the personal invitation of a school governor. "There's no doubt it's a quite unsatisfactory building," he said last week. He was particularly concerned to find that the ventilation system had no equipment to humidify or cool the air and that no thermostatic controls were available to the school staff.

Mr Stunell added that the running costs of the system at Elton were 50 per cent higher than conventional heating systems in other schools. Figures provided by the authority show that in 1980 the annual fuel bill was £10,193 at Elton, compared with £4,398, £4,319 and £5,730 in three other primary schools of similar size and including one open plan school.

Mr John Ebo, the newly elected chairman of governors at Elton school and before that a governor for several years, who will accompany Mr Ratcliffe on his visit, told *The TES* that the issue had been on the agenda at virtually every governors' meeting. In their turn, the governors had always passed on the head's report to the education authority.

In desperation Mr Bowen has drawn up two alternatives both of which he claims could be paid for in the long term by savings on fuel and repairs and maintenance. One would be to abandon the heating and ventilation system altogether, to install conventional radiators and hot water pipes, and to make windows open throughout the school.

The second is a nine-point plan to improve the existing system. It includes insulating the roof and lagging noisy machinery, moisturizing the air and making thermostatic controls available to the head and caretaker.

Mr John Tomlinson, director of education of Cheshire, said, "There's no doubt the head master has complained on a number of occasions. During the past two to three years amendments have been made to change the system but it looks as if the staff feel it's done no good."

He said the county architect was producing a report on the school for the education committee which meets in June. "We are dealing here with an example of high technology and a human response to it. I think we are getting to the stage where the architect must make it work or we blow up the new technology and perhaps have some windows that open."

## Child benefit cut over holiday work

by Biddy Passmore

Parents of school leavers who get a full-time job or a place on the Youth Opportunities Programme this summer will lose their right to child benefit during the school holiday, under new rules announced by Mr Norman Fowler, the Social Services Secretary.

The change, which is estimated to save £10m a year, will probably affect about half of the 700,000 young people who leave school each year. It follows nearly two years after the Government decided to withdraw unemployed school leavers' right to claim supplementary benefit during the school holiday after they left school.

Parents of school leavers currently receive the £5.25 weekly benefit until the end of the holiday after their child leaves school, whether the child is financially dependent on them or not. Payment ceases on the first Monday in January, the Monday following Easter Monday or the first Monday in September.

From May 31, the benefit will no longer be paid for any week during which the young person works full-time, or is on a YOP course. The change has been made without prior reference to the Social Security Advisory Committee in order to give "the maximum amount of notice" to the parents concerned, the Government says.

Announcing the new arrangement, Mr Fowler said: "It is difficult to justify continuing payment of child benefit for young people who get full-time work during the holiday period."

But when the Government decided to withdraw supplementary benefit for school leavers in June 1980, Mrs Lynda Chalker, then a junior social services minister, said she was satisfied that the balance of argument was in favour of treating young people as dependent on their parents or guardians up to the end of the school holiday after they left school.

## More spent on books

Schools spent nearly £5m extra on books in 1981, compared with the previous year according to research published this week by the Education Publishers Council.

The amount of money spent on books went up from £44m in 1980 to nearly £50m last year, Mr John Davies, the Director of the Educational Publishers Council, revealed.

The figures meant that schools had purchased over one million extra school books last year. A closer analysis of the statistics reveals that whereas primary school book-buying went down by half a million from 12.7 million to 12.3 million (roughly in line with falling rools), the number of secondary school books purchased went up from 21.1 million to 22.6 million.

Mr Davies said the slight upturn in book purchasing by no means compensated for the los of nearly four million books in 1980. The figures were still three million down on 1979.

He added that evidence of parents being asked to purchase books for schools was still "very widespread".

In addition, many children were being asked to share text books and the books were often "tatty".

Mr Davies said the amount spent varied greatly between local authorities and in some areas cuts were still being made on low basic allowances.

The Inner London Education Authority was the highest spender on books – spending £38.9 per child in primary schools and £74.6 in secondary schools. Durham spent the least per child in primary schols (£10.3) while Leeds spent the least in secondary schools (£16.8).

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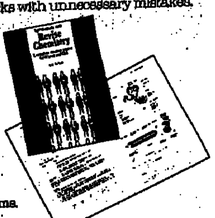

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NUT CONFERENCE -AT- SCARBOROUGH

Reports by Richard Garner

# Jarvis launches counter-attack after pay accusation by Mrs Thatcher

The teachers' pay claim is unlikely to go before an arbitration hearing before the first week in May, Mr Fred Jarvis, NUT general secretary, told the conference.

Mr Jarvis, giving delegates a history of this year's negotiations, said that the terms of reference had now been agreed by both sides – and the arbitrators would have to decide between the teachers' claim for a rise in line with year-on inflation (now running at 11 per cent) and the employers' offer of 3.4 per cent.

He went on to criticise Mrs Thatcher, the Prime Minister, for attacking teachers at a meeting of the Conservative national committee when she said: "There are some teachers – teachers of all people, who go on strike in pursuit of a pay claim – these are among the men and women who are guilty of eroding respect for the law and values by which society lives."

Mr Jarvis said: "I say that charge was a perversion of the truth and shows the hypocrisy of the Government. For, as you well know, the purpose of our action was to secure the elementary justice of the right to be able to go to arbitration when one is unable to pursue negotiations.

"I warn her and her Government that they would be most unwise to ignore the anger and frustration of the teaching profession."

However, delegates failed to give the necessary two-thirds majority for debate on an emergency motion calling on the union's executive "to prepare a campaign of action and publicity which shall be implemented if the arbitration award or a decision of Parliament does not significantly improve on the management final offer".

A move to suspend standing orders to debate the motion produced 120,413 in favour and 93,391 against – just short of the necessary majority.

Meanwhile, delegates also agreed that they would press next year for their pay to be restored to the level achieved after the Houghton committee of inquiry into teachers' pay – which in 1974 gave the profession their best pay deal.

During the debate, they overwhelmingly rejected a call to support a Government-TUC incomes policy which had been inspired by SDP members amongst the union's membership. A move by the Left for a flat-rate increase was also defeated.

They backed a call to oppose any Government move to impose pay norms in the public sector.

The Government was warned against firing "the one shot left in its centralist locker" by setting aside any arbitration award on teachers' pay.

The warning came during the presidential address by Mr Alf Budd, the NUT's incoming president, and he added that local education authorities were today "furious" over the role the Government had played in the pay negotiations this year.

"Even some of those of the same political persuasion as the Government have decided to stand up against the bullies of central government," he added.

During negotiations, representatives of the Department of Education used their power of veto on any pay offer to stop the local education authorities increasing their original 3.4 per cent offer. Mr Budd called this "a gross abuse" of the negotiating procedure.

He added: "After the findings of the arbitrators have been made known, the Government has one shot left in its centralist locker. It can set aside the arbitrators' award. I say to this Government that it would be inadvisable to fire that shot."

Mr Budd also talked of the "horror" of the unemployment situation now facing school leavers which had led to 9,911 youngsters in his home county of Cleveland chasing only eight vacancies in January.

"The young unemployed are people at risk and some of the well recorded and well investigated incidents of last year and this year are evidence of increasing despair leading to violence," he added.

"The fact that the numbers of young unemployed engaged in violence were relatively few should bring comfort to no-one. Long term unemployment amongst the young could lead, indeed almost certainly will lead, to what has been described as social tranquility.

"The enormous potential danger arising from this state of mind should not be lost on any of us. Bemused withdrawal should not be interpreted by governments or anyone else as acceptance, still less understanding, of the present situation."

He also urged the Government to plough more resources into education arguing that parents who spent money buying private education did so because they were buying smaller teaching groups.

He said the Government should do three things:

- Recognize that there had never been enough teachers in the maintained sector to service the needs of children;
- Remove the threats of redundancy hanging over teachers; and
- Reduce class sizes so that every child spent part of each day, each week or each year in a group of under 20 pupils.

## Union role on racism

Teachers should invoke their ... disciplinary procedures if a ... member is engaging in racist ... the conference was told.

Mr Harry Dowson, an exec... member from Sheffield, told the ... ference: "If any teacher is opera... in a racist manner, the correct ... of dealing with it is by referen... the union's professional ... committee or a disciplinary ...

Mr Dowson was seconding ... amendment to a motion which ... on the union to support mem... who refused to work with racists ... to bar members of openly ... organizations from membership ... the union.

Earlier, Mr Alf Budd, the ... president, had ruled part of the ... tion – which called on the ... affiliate to the Anti-Nazi League ... press for the disbandment of ... police's Special Patrol Group ... of order. He warned delegates ... union could face court action ... spent money on affiliating to ... Anti-Nazi League.

The conference eventually ... to adopt the amendment, which ... led for an inquiry into discrimin... against black school leavers in ... ployment and opposition to any ... cist activities in schools.

Mr Malcolm Horne, an execu... member from outer London, and ... ing for the amendment, attacked ... Margaret Thatcher, the Prime Min... ter, for being "careless enough ... wicked enough to talk of swamp...

He said: "I teach in a sch... where 80 per cent of pupils ... proud to call themselves bla... don't feel swamped – I feel ... surrounded by humanity. It's ... beautiful feeling, Maggie, and I ... you had it."

## Plea on jobs

**Leaders of the NUT have been urged to wage a campaign within the TUC to oppose Government plans to remove the right of unemployed youngsters to unemployment benefit if they refuse to participate in Government-sponsored training schemes.**

**In addition, delegates gave overwhelming support for a motion condemning the Government for policies which "are leading directly to mass youth unemployment".**

**However, they threw out an amendment opposing the Government's White Paper *A New Training Initiative* on the grounds that it was directed more at reducing unemployment statistics than furthering education and training for young people.**

**The motion passed by delegates also called for new forms of assessment and evaluation or examination to be introduced to produce a *common 16-plus examination*, new forms of examining or evaluation at 17-plus and 18-plus and reduced specialization and broadening of the curriculum.**

# Vote on disarmament preceded by infighting

The National Union of Teachers finally decided by the slender majority of only 5,508 votes not to affiliate to the Campaign for Nuclear Disarmament after four days of heart searching and controversy over the issue.

But those four days spent arguing about it in Scarborough were only the culmination of months of arguments in divisions and associations up and down the country over the question of disarmament.

It all started at last year's NUT conference when Mr Jack Chambers, the then president, ignored union legal advice to rule the subject of disarmament out of order and allowed delegates to discuss it for the first time.

What emerged was a commitment from the union to campaign for phased nuclear disarmament and a decision to deplore the amount of money being spent on arms while education resources were severely restricted.

The left-wing of the union was determined to build on that start – and moved the union towards support for unilateral disarmament and affiliation to CND.

However, it would be wrong to suggest it was only the Left that was pushing towards affiliation to CND.

Indeed, the Socialist Teachers' Alliance, one of the two left-wing groups openly in evidence at the conference, and the more prominent one, was amazed by the bundle of motions and amendments which arrived at Hamilton House, the union's headquarters in London, on the subject.

One of the crucial decisions in a series of discussions about the issue came when the Birmingham Association, the largest outside London, added its weight to those supporting affiliation and unilateral disarmament.

The motion was due to be presented to the conference by Mid Herts and Weston-super-Mare but it was quickly realized that Birmingham's support would convince others to rally behind the motion – which by now committed the union to oppose the Trident system and the siting of any nuclear weapons in Britain as well.

Birmingham decided to write to every association and division enlisting support – and in the end disarmament was voted into first place on the conference agenda with 80,000 votes in favour of it.

So delegates arrived in the knowledge that it would be the first motion to be discussed. However, Mr Alf Budd, the incoming president, is not such a crusader on the subject as his predecessor and – after receiving the advice of the union's senior solicitor, Mr Hugh Pierce – ruled the motion out of order.

The result was predictable – his ruling was immediately challenged, as were similar decisions over another motion which included a call for the union to affiliate to the Anti Nazi League and a third calling for an emergency debate on the Falkland Islands.

However, though his rulings on the others were upheld, delegates eventually overturned the disarmament ruling after 50 hours of frustration waiting for the result.

Mr Budd had warned that the union could lay itself open to court action if it approved a motion on the grounds that any member could restrain it from using funds for this purpose as it was outside the ends and objects of the union.

Delegates were not convinced by this and tension mounted as they awaited the result of a card vote on the issue.

The delay of 50 hours came about because a ballot box from an earlier division had not been emptied and was counted again in the disarmament division.

Eventually, on Monday afternoon, it was announced that delegates had voted by 119,475 to 107,045 to overturn Mr Budd's ruling. He immediately announced he would slot the debate into the conference timetable as soon as possible.

This turned out to be Tuesday morning but it immediately faced another setback as delegates from Scunthorpe sought to use the device of moving the previous question (effectively stopping any discussion on the issue) to kill it off. Their move failed and at 10.20am on Tuesday Mr Tony Miller, the press officer of the Birmingham Association, got to his feet to deliver the speech he had planned to make on Saturday. He promised to pay the £35 affiliation fee himself if the union was worried about court action.

The executive then announced it was withdrawing its own largely self-congratulatory amendment to the motion and the conference went on to discuss the second amendment, tabled by Southampton, which sought to confirm support for multilateral disarmament and get the union to prepare a report on its efforts in the field of disarmament for next year's conference.

Mrs Daphne Holloway, executive member for Outer London, supporting the amendment, said she was a founder-member of CND, and "knew the bumps in the road between here and Aldermaston", but was against affiliation.

Mr Bernard Regan, Inner London executive member, and a member of the STA, argued that several unions had already affiliated to CND, and said the argument that the union would lose members had been "used on numerous occasions as a scare."

The voting on the amendment was so close that another division had to be held – and it was announced just before lunch to the jubilation of left-wingers that the amendment had been lost by 121,098 votes to 114,721 votes.

After lunch, came another amendment – this time from Hartlepool – which deleted all reference to affiliation to CND, but still backed unilateral disarmament.

Mr Chambers got up and made an impassioned plea to the delegates not to approve it, arguing: "The NUT is not a political party." He added: "Teachers aren't supposed to indoctrinate children and we shall demonstrate our bias if we pass this."

His speech was immediately counteracted by an equally impassioned plea from Mr Ken Jones, the newly-elected executive member for outer London and a member of the STA, who said the union needed to campaign "not just with our hearts in the right place, but our feet and voices there too".

The vote was close again and another division ensued. Eventually it was announced that the union had agreed the amendment by 114,204 votes to 108,796 – a majority of 5,508. In fact, it was probably Mr Chambers' intervention against affiliation that had swung the conference.

The debate on the main motion denuded of CND affiliation, but still supporting unilateral disarmament and opposition to the siting of nuclear weapons in Britain and the Trident missile system, then followed.

On Wednesday morning it was announced that delegates had passed it – thereby still taking the union further forward in its policy on disarmament.

## Backing for swinging 60s

One of Britain's best-known police chiefs has attacked the claim made by Dr Rhodes Boyson, education junior minister that the "swinging sixties" were to blame for the educational and economic ills of the 1980s.

Mr John Alderson, the Chief Constable of Devon and Cornwall, was speaking at a meeting of more than 250 delegates.

He said that people were in the habit of saying things like "let's blame the sixties this week". People brought up in that era then became "products of that evil era" and it became known as "a decade of degeneration".

Mr Alderson added: "Looking back on it, it gave us many great freedoms and liberties. It gave us the overthrow of authoritarianism which challenged all people ... including yourselves in education."

The sixties may have created "a difficult, stroppy society but it was probably a better society and potentially a very splendid society".

Asked for his views on corporal punishment, Mr Alderson said: "I would hope that if we could do without it, we ought to. I have an inbred feeling that whenever I applied corporal punishment to my children I felt ashamed about it – it was the thing I was particularly proud of. I suspect I wasn't successful enough in tackling the problem or didn't have enough patience."

## Debates rejected

Delegates turned down a plea for an emergency debate on a motion criticizing the Government's controversial Employment Bill and the union's decision to oppose the TUC's plan for a levy of 10p per member, to help fight it.

A move for an emergency debate to allow the union to end its current boycott of the Advisory Committee on the Supply and Education of Teachers, was also rejected by delegates.



NUT CONFERENCE -AT- SCARBOROUGH

# Perils of voting Tory

The most important but least publicized event at the conference is the gathering known as the Red Teachers' Disco.

This is the annual dance organized by the Rank and File or ultra-left group in the NUT. For those who have fondly believed that policies are formulated over mugs of coffee in caucus meetings at midnight, these left-wing dances add new dimensions to the conspiracy theory of history.

Perhaps Vladimir Ilich Lenin and Rosa Luxembourg worked out thier challenge to the Second International between the polka and the Black Bottom.

Certainly the Red Teachers Disco turned out to be no place for the prurient. Eavesdrop on a romantic looking couple and you would hear whispered snatches of "challenge the president's ruling" and "fight rule 8."

Now rule 8 which forbids branches to take industrial action without the executive's permission) may mean little or nothing to those outside the NUT. But inside it has become a battle cry, and your attitude to it a measure of your worth as a human being. You could have the best exam results in the country and never have encountered a discipline problem in your life, but if you adopt the wrong posture over rule 8, then one half of the NUT will not want you at their dinner table.

Not that such things as exams and discipline get much of an airing at all. Only the naive would have imagined that 2,000 teachers give up their Easter break to talk about teaching on the conference floor. For such things one has to venture out on a cold gale-swept night (in Scarborough they make them that way) and tour the fringe meetings, where such peripheral topics as nursery and middle schools are discussed.

There are fringe meetings too for "Women in the NUT", though not for men in the NUT, even though females outnumber males in the union by two to one. There was even a small fringe meeting this week for "Teachers of Younger Children." This is akin to the National Union of Mineworkers holding a small caucus for members who work with coal. With 60 per cent of its members in primary schools one might have thought that the subject matter of this meeting would have been covered in the main conference at some stage over six days.

The fringe meeting I attended was held by the Socialist Teachers' Alliance which, with two members on the executive, is generally said to be one of the most influential of the named political groupings. (The ones with the real power of course take the precaution of not giving themselves names or identities).

Attending the STA is a tense and harrowing experience for a journalist accustomed to going through life sitting in at the back of rooms unobserved. As with most groups of the Left they take a vote on whether or not to allow foreign bodies, such as reporters, to stay. It is not until you have had 40 people slowly look you up and down and then cast their vote that you can really appreciate what prospective parliamentary candidates, Miss Worlds and dogs at Crufts have to go through.

In the event apathy won the day and seven voted for with 34 abstentions, seven thus judging *The TES* to be fair, honest and forthright and 34 having never heard of the damned thing.

The meeting was held to decide what tactics to adopt over the president's decision to rule the disarmament motion out of order. As local branches had voted this the motion they most wanted to discuss the STA people were understandably a bit perplexed over what they would tell the folks back home when they returned.

Perhaps inspired by the Defence Secretary one person proposed a "blockade" of general secretary Fred Jarvis's car outside the conference hall, licking his lips as he pictured the headline "Jarvis mows down NUT members." This proposal was put to the vote but defeated, which turned out to be good strategy as Mr Jarvis had not actually brought his car to conference.

Had Fred wanted to mow down anybody, it would not have been his own members (membership figures in all the unions are too worrying for that) but Terence Casey, general secretary of the NAS/UWT.

Mr Casey had aroused the ire of Len Murray, TUC general secretary, by publicly accusing the NUT and Jarvis of selling the teachers down the river in the recent pay talks. Casey is stepping down from the teachers' panel and, rather more gradually, from the NAS/UWT and his union's bulletin described this attack as "Casey's parting shot". Those who know him know it will be nothing of the kind. We can expect regular parting shots over the next year and no doubt a steady flow of articles to learned journals throughout his retirement on "sell-outs I have known."

On the first day of conference Teachers who vote Tory at the next general election would be like "mice voting for cats", Mr Neil Kinnock, the Shadow education spokesman, said this week.

Mr Kinnock, addressing a packed meeting of the Socialist Education Association at the conference, spoke on the theme – "Why Teachers Should Vote Labour".

He added that the SDP/Liberal Alliance offered the profession "concerned complacency", adding that they were committed to nuclear weapons and market forces and it would be "impossible for them to commit the resources necessary for the rescue of the education system".

Mr Kinnock said that in the Government "people are gaining political reputations and promotion based on the material they provide as denigrators of the teaching profession". This has to stop and an era of expansion, change and growth in education was necessary.

He said Labour would boost preschool education so that 90 per cent of any generation of three-to-five-year-olds received it – instead of below 40 per cent as at present.

Labour would also boost spending on primary schools – "the Cinderella of the education service" – because "the cost of rescuing the rest of the system multiplied 100-fold if we haven't spent at the right time".

# Letting your hair down at the fringe

NUT conferences have fewer fringe shows than the Edinburgh Festival but, as David Lister discovered, there's no lack of drama

Terry Casey Fred Jarvis

Meanwhile back at the dance hall (this time the Young Teachers' Disco) the fiercest and most unlikely battle of conference was taking place, between the aforesaid young teachers and the disc jockey who happened to be not Terry Casey but a former Tory councillor.

The DJ decided to end the night's revels with a record of "Land of Hope and Glory." Some of the teachers there had the same day proposed to conference that the NUT should demand (self-confidence is high at conferences) that the British task force to the Falklands be recalled. They told him they would not dance to it. Others tried every step from Fed Astaire to John Travolta and told him they *could* not dance to it. He vented his spleen on the unpatriotic teaching profession and the NUT found once again that they had made the morning's newspapers for all the wrong reasons.

Next year the NUT goes to Jersey. The Rank and File group is already trying to get the venue changed as homosexuality is against the law on the island. Expect a blockade of Fred Jarvis's jet.


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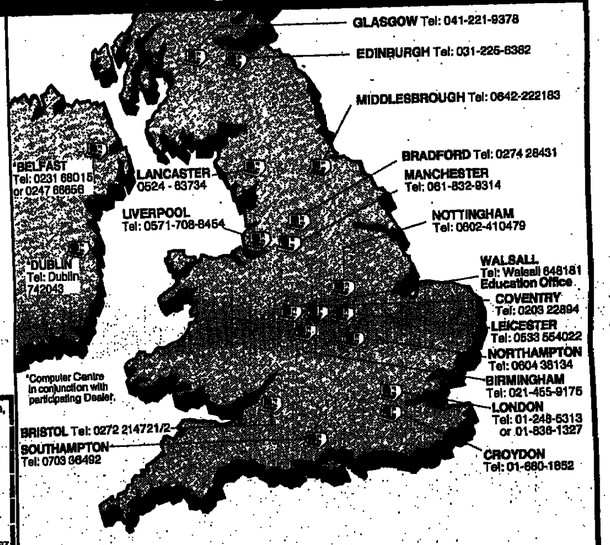


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NUT CONFERENCE at SCARBOROUGH

# Threat most serious faced so far

**The threat to Britain's education service is the most serious in living memory, Mr Fred Jarvis, NUT general secretary, said in his address to conference.**

*If the Government's policy remained unchanged, "we won't have an educational system with a decent standard of provision, and capable of fulfilling all the great promise held out by the 1944 Education Act." Still less would there by a system, "capable of fulfilling the kind of Education Act we now ought to have to meet the needs of the nation in the twenty-first century".*

Mr Jarvis attacked the "extreme" measures taken by the Government, and the "stringent financial restrictions the Government is imposing on local authorities".

He also demanded to know what action Sir Keith Joseph, the Education Secretary, intended taking on the findings of the latest report by school inspectors on the effects of Government cuts.

The report was a "damning indictment" of present policy.

He attacked the Government for:

- Telling unemployed school leavers that they would lose their supplementary benefit if they took part-time education for more than 21 hours a week, the 21 hours to include lunch breaks and private study;
- Encouraging the sale of school playing fields to property speculators; and
- Introducing a British Nationality Act, one of the "pernicious effects" of which was to question the citizenship of some children in schools.

Mr Jarvis said it was an Act which "incidentally will deny British nationality to some of the Falkland Islanders, whose British citizenship the government is at such pains to protect."

He told the conference: "If we are to meet the challenge to the whole future of the education service, we have to secure a change in Government policy."

Richard Garner meets two new left-wing members of the executive

# Peace-fighter's battle

Jim Ferguson had a strange start in working life for a teacher firmly committed to a policy of unilateral disarmament – he worked as an aircraft engineer for the British Aircraft Corporation helping build military aircraft.

"I was very interested in my job from the technical point of view," he said, "but I wasn't too happy with the end product that we were making."

He switched from industry to teaching in 1974 at the age of 26 and now at the age of 34 becomes one of the two young newcomers to the executive of the NUT who have been in the centre of disputes recently.

In fact, just before the NUT conference began, Mr Michael Storey, himself a teacher and chairman of the Liverpool education committee, ordered Jim Ferguson's pay to be cut by three-fifths – alleging that he was spending far too much time on union business.

The pay cut will be made from his April salary and Mr Ferguson, who has been secretary of the Liverpool division of the NUT for the past 18 months, was seeking legal advice over the action during this week's conference.

The NUT says there was an agreement between Mr Ferguson and then Acting Director of Education in Liverpool last year. Under this agreement Mr Ferguson should have four-fifths of his working week devoted to union business.

In addition, the union alleges that his predecessor in the post – who is now a Liberal councillor and therefore a member of the ruling group on the city council – was given five-fifths of his working week to spend on union affairs.

The union claims the agreement is mentioned in writing in a letter from Mr Ferguson's headmaster to the city council. The union accuses the local education authority of "victimising" one of its members by first threatening to take disciplinary action against him which could lead to the sack and then threatening to dock his pay.

The first threat was made by Sir Trevor Jones, the leader of the city council, during the recent industrial sanctions by teachers but no disciplinary action has been taken.

The second threat was made by Mr Storey, who says it is wrong to say there is any agreement that Mr Ferguson should have four days a week off for union duties and adds that he himself only has two days a week off to run the education committee.

"I think we have been over-generous," he said. "If he wants to spend all his time on union business then the union should pay his salary. Elected members, councillors, only have by agreement 18 hours a month off for their council activities.

"Also, it's not true to say that his predecessor had all his time off work. That councillor is very upset at this suggestion. I have said that – if Mr Ferguson continues to take four days a week off school – he will have three days salary deducted from next month."

It is against this background that Mr Ferguson takes on his new post as one of the two executive members for his region on the NUT.

Asked where he stood on the NUT's political spectrum, he said: "I'm a member of the Communist Party although – as our union is not affiliated to a political party – we don't talk party politics.

"I'm not going to deny my membership. In fact, I can't because Sir Trevor Jones has been telling everybody about it – although how he knew I don't know.

"I'm proud of my membership of the party and – as for any reaction from the members, well, I'm up for election as secretary in Liverpool again this year so we'll soon see."

This is the second time he has stood for election to the executive. He failed by only 200 votes last time and this time was elected unopposed as only two people stood for the two seats in his region this time.

# Strike leader keeps in touch

**At the age of 31, Ken Jones has just become the youngest member of the executive of the National Union of Teachers after leading the longest strike the union has sustained since the Second World War.**

**He is secretary of the Barking and Dagenham association of the NUT whose a six-week strike in protest over the Labour-controlled authority's plans to axe 159 jobs has just succeeded in saving 104 of them.**

**He is anxious not to lose contact with the classroom through his elevation to the union leadership – and plans to give up his association secretaryship so as to have enough time to devote to his job as an English teacher at Barking Abbey comprehensive school.**

**Ken Jones is a member of the Socialist Teachers' Alliance, one of the two left-wing groupings in the NUT. His success in the elections gives the STA two members on the executive (the other being Bernard Regan, an executive member for Inner London).**

**He believes the six-week strike – which cost the union some £600,000 in strike pay (the money coming from the union's £4m sustentation fund which finances industrial action) has taught the union some important lessons in how to fight cuts in education spending.**

**During this week's conference at Scarborough, the Barking and Dagenham association held its own meeting to advise other members how they could fight cuts.**

**He believes there were two keys to the union's success in Barking and Dagenham – (i) morale among the teachers stayed high as most of them were involved in some way or other with the union during the strike and (ii) the campaign waged by parents in the borough which included marches to the town hall and incessant lobbying of parents.**

**"Picketing is not everyone's cup of tea," he said, "but we had about 75 per cent of our members involved in that at some stage or other. Considering there were some people who weren't too keen on picketing, that's not bad.**

**The Barking and Dagenham strike is the first one in which the NUT has mounted such effective picketing. Picket lines were observed by Transport and General Worker's Union lorry drivers, post office workers and others and hastened the closure of some schools.**


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WEST LONDON INSTITUTE OF HIGHER EDUCATION


NAS/UWT conference at Blackpool

Bert Lodge reports

# Casey defiant over pay claim attack on NUT

Mr Terry Casey, the NAS/UWT general secretary, defended his conduct in publicly attacking the National Union of Teachers when he addressed conference on Wednesday.

This followed a reprimand by Mr Len Murray, general secretary of the TUC, who asked the NAS/UWT to give an assurance it will not make further public attacks on its rival NUT.

In a letter to Mr Casey, a personal friend of Mr Murray's, the TUC general secretary says: "If these kind of points needed to be made and frankly I can see no reason why they should be made – they should have been raised at a further meeting between the unions, not publicly.

"I should be glad to have your assurance that further references of this kind about the NUT will not be made."

The row was over a circular sent out by the NAS/UWT which accused the NUT of showing less resolve during the recent industrial sanctions over the teachers' pay claim than the NAS/UWT. Mr Fred Jarvis, general secretary of the NUT, forwarded it to Mr Murray.

Mr Murray adds: "In my view it is most regrettable that the NAS/UWT issued its report containing the references which it does to the NUT.

"These references appear to me to be precisely of the kind which both general secretaries agreed should not be made and about which they gave me assurances which were set out in my letter of December 11, 1979."

The circular, which was officially described by the NAS/UWT as

Len Murray . . . criticized unions

"Casey's parting shot," was reported in *The TES* last week.

Addressing the conference, Mr Casey said that a cheque for £[illegible] was made out to the TUC to help the fight against the Tebbit Employers Bill. "This represents a paid-up membership," he added.

Then turning to Mr Murray, who was on the platform, Mr Casey smiled broadly and added: "I look when we get that invitation to appear on the TUC General Council to get it signed."

Mr Casey said he agreed that the trade union should not criticise the domestic matters of another union when we undertake mutual objectives and alliances there is a right for one party to pass observations on the other party's appears not to be sticking to gains".

# PAT staff condemned

The conference voted unanimously to restore teachers' rights to go to arbitration when pay negotiations were deadlocked.

Local authorities could avoid disruption in schools by giving a clear commitment to arbitration. "If they give that commitment we shall not have to fight them every year," said Mr Jerry Lee, executive, moving the motion.

The Professional Association of Teachers was called "a crowd of management lickspittles" by Mr Eamon Kane, Northern Ireland. "They suggested 7 per cent would be acceptable last year but we got 7.5 per cent. Did they give away that extra .5 per cent?"

Mr Kane pointed out that this year the PAT went along with the demand for arbitration knowing this would lead to disruption in schools. "Get as soon as they got outside the meeting they were in the letter columns disassociating themselves from what was going on."

# Apology is welcomed

Suzanne Puttock, the North London teacher criticized by a magistrate for bringing a prosecution for assault against a pupil's mother, said this week she was delighted that the Lord Chancellor, Lord Hailsham, had taken the trouble to write and apologize.

Miss Puttock was told by a magistrate that she should expect to be assaulted five or six times in her career.

In a letter last week addressed to her at Newington Green primary school, Lord Hailsham said he fully supported her decision to prosecute. He had received an apology from the magistrate for his remarks and he wished to add his own apologies for the magistrate's "temporary lapse".

"I am very pleased that the letter removes any doubts cast on the veracity of myself or my colleagues in the NAS–UWT," Miss Puttock said in Blackpool, where she is a guest at the union's annual conference.

# Call to cut salaries–rates link

Teachers' salaries should be removed entirely from the rating system the union said this week in response to the Government Green Paper on domestic rates.

The National Association of Schoolmasters/Union of Women Teachers argued that local education authorities did not control salaries, pensions, teacher training or supply and therefore ought not to be "burdened" with financial responsibilities for them.

"The NAS/UWT suggests therefore that teachers' salaries should be removed entirely from the rates and financed 100 per cent by the Central Exchequer," the union added.

"This could be achieved by a system of 'earmarked grants' to local authorities to employ a number of teachers. This need not preclude a local education authority employing more teachers than its 'quota' if it so determined.

"However, it would have to finance such additional employment entirely out of its own resources. In the normal way, it would also have to face its own electorate at the next appropriate election.

# High Court threat over deductions

Lawyers representing the National Association of Schoolmasters/Union of Women Teachers have warned a county council that they may seek a High Court injunction to stop them deducting four days pay from teachers who refused to work during the half-term holiday break.

The move follows the row in Mid-Glamorgan county council where NAS/UWT members were instructed to take their half-term holiday break after the county council had announced it was opening the schools in a bid to try and make up for time lost during the bad weather.



NAS/UWT conference at Blackpool.

# New president derides 'faddish' theories

Teachers should never have accepted the change to comprehensive schooling without negotiating an accompanying productivity deal, the newly-installed president of the National Association of Schoolmasters/Union of Women Teachers told the union's annual conference at Blackpool this week.

Mr Eric Powell, who is head of a boys' school near Cardiff, also condemned the deceitful introduction of open plan education and faddish theories on teaching juniors.

He defended teachers against charges of inadequacy and called for salaries to be paid directly by the government.

On theory the comprehensive system was about the fairest for secondary education that the human brain could devise, Mr Powell conceded. But "the initial implementation of this system in these islands was at best often makeshift, at worst positively ham-handed."

Teachers put up with split sites believing the neighbourhood comprehensive school would eventually give way to the purpose-built comprehensive and equality of opportunity. But what we have got by the thousand are 'neighbourhood comprehensives' which are often, let's face it, very far from being purpose-built," he said.

The comprehensive in a socially deprived area may be staffed by the most dedicated of professionals and yet be submerged by a weight of sociological problems that can reduce mere academic aspirations to the level of an irrelevance.

"Perhaps in striving for the politically ideal of equity the more tangible goal of equal opportunity has been lost along the way."

It was a pity the voice of teacher unions was not heard right at the beginning, Mr Powell said. "What an opportunity was missed. Can you imagine any industrial concern in this country that would have had the gall to introduce a new system of working without considering the prospect of those financial awards always commensurate with a productivity deal?

"Surely we were entitled to say to our employers then as we should now, 'You want innovation, then get your wallet out and pay for it'.

"Why on earth the professions is entangled with these allegations I fail to understand. After all, the training of teachers is not in the hands of the profession. It is common knowledge that many a teacher training department throughout the country has, without much demur, and quite often, seen fit to reject the advice of headteachers or teachers and persisted in awarding a teacher qualification."

Cockcroft called for ear-marked grants for in-service training. In fact all education should be covered by an ear-marked grant at local level.

The block grant had been a disaster for education. And to ensure a broadly similar pupil-teacher ratio throughout the country, teachers' salaries should be paid by a 100 per cent grant from the Government.

But the attitude of local authorities was, "What a dreadful thought! All that lovely lolly to be channelled to teachers' salaries without an opportunity to launder it."

One overnight innovation was open plan schools. "Was it the proven vastly higher quality of open plan education which caused this rush or was it perhaps the fact that a school without interior walls is a great deal cheaper to erect than a traditional one?

"Has there ever been such a blatant confidence trick perpetrated by a parsimonious administration – to put up a building of a new and vastly cheaper design and then to attempt to justify the economy by peddling the theory that 'of course, it's all so much better for the children?' Frankly I don't believe it and I never did."

Open plan schools were quickly followed by team teaching, concrete concepts, Seeley maths, Dien's apparatus, Napier's bones, Piaget and so on. "I don't know what effect all this quick-change caper had on the pupils but to borrow Wellington's expression, 'My God, it frightened me'."

Mr Powell said he thought the days of fringe lunacies were over but now a learned treatise on reading maintained that children preferred to read not out loud but silently to themselves. He could not understand how the research findings could be interpreted as a total injunction against reading aloud. In the first faltering steps on the road to literacy, to hear was to learn, and to speak was equally important.

# Fred Smithies: the understudy waiting to assume the leading role

**Richard Garner**

"Decent salaries and working conditions for teachers – that's got to be my main ambition because that's chiefly why we're in business."

The speaker could have been Terry Casey, the retiring general secretary of the National Association of Schoolmasters/Union of Women Teachers. Given another context and another profession, it could have been Clive Jenkins, general secretary of the Association of Scientific, Technical and Managerial Staffs, probably the most powerful of the white collar workers' unions.

In fact, it was Fred Smithies, the man who this week was chosen by his union's conference to step into Terry Casey's shoes for the next eight years and lead Britain's second largest teachers' union.

Fred Smithies

In an interview with *The TES* as he prepared to take on the task, he belied the image he has created among some of his colleagues that he is more of an educationist than a trade unionist.

"When members pay their subscriptions, they don't do it to improve nationally the quality of geography teaching or change the curriculum in English and mathematics," he said.

"They do it because salaries are an important part of their lives and dictate their life-styles. They are powerless to do anything about them as individuals and so they pass the responsibility on to the union. Therefore, it must be our main ambition to address this question."

The NAS/UWT has a reputation of preferring strictly controlled industrial sanctions – such as a ban on voluntary duties – rather than resorting to strike action in disputes and Fred Smithies believes this is the way the union should continue.

"We're always after the most effective and least costly way of taking action and there is no doubt at the present time that many local authorities would at any rate secretly welcome strike action because of the money they would save – although even local authorities would get alarmed if a strike went on for half a year or so.

"A fortnight or a month's strike would solve all their budgetary problems and that's not the game the trade unions should be in."

Guisborough with his wife – it is the sort of place where eyebrows are raised at the thought of a trade union official living in the neighbourhood.

His relations with the rival and bigger National Union of Teachers will also be worth watching – since the hostilities between the two, buried during the industrial sanctions earlier this year, appear to have revived again.

"I hope we shall have an amiable and satisfactory working relationship," he said. "I don't think we have many difficulties in terms of relating to senior NUT officials nor even in terms of the executives of the unions.

"Our difficulties tend to stem from the sharply different outlook of our local officials. Our local officials are more homogenous and disciplined and that's not true of the NUT and so – at local level – it does tend to cause friction which inevitably colours the relationship at national level.

"However, I have established an easy and happy working relationship with Doug McAvoy (who has been deputy general secretary of the NUT while Fred Smithies has been deputy general secretary of the NAS/UWT)."

One of the other worries he will have during his spell as general secretary will be to try and hold on to the union's current membership figure of 120,000 in the profession at a time when the number of teachers is dwindling.

"My second ambition is to turn the NAS/UWT into by public admission the most professional and efficient teacher organization that's in sight," he said.

"That's difficult because – if we decline at the same rate as the teaching profession – we would expect to lose some 20,000 members by the end of the decade. It calls for a continued commitment to the concept of the union as the organization which most strongly addresses itself to the material problems of teachers.

"In the intervals between disputes and industrial action, this will call for extra professionalism in the provision of all the other services that teachers look for from their union."

# Black staff protest about secret lists

A black teachers' organization has written to Sir Keith Joseph, the Education Secretary, protesting about education authorities preparing secret lists of inefficient teachers.

The National Convention of Black Teachers, an umbrella organization for nine associations, says that racism – unintentional or not – in schools makes it highly likely that black teachers will be the easy victims of such a secret list.

The organizations's concern is based on a report published in *The TES* last January. The NCBT was particularly concerned that one of the report was "would I like my own children to be taught by this man or woman?".

This could easily be substituted by 'would I like my own children to be taught by this black man or woman?', it says. "This is a very slippery slope in the atmosphere of unintentional and intentional racism prevalent in the present educational institutions."

Procedures already exist to deal with inefficient teachers in every education authority the NCTB says, "this devious method is unethical, unprofessional and contrary to natural justice."

# Lady Plowden attacked for under-fives speech

**by Julia Hagedorn**

A note of discord was struck at the Pre-School Playgroup Association's annual conference when Mrs Belle Tutaev, orginator of the playgroup movement and now head of a nursery school, disagreed in her speech with Lady Plowden who retired as president after 10 years.

"I cannot support a brief that any one sector should have exclusive rights to pre-school provision," Mrs Tutaev said. "To do so would be to lose sight of one of the major tenets of human development: that of individual differences in human beings. And if any one service, whether health, education or the voluntary organizations truly decided to follow such a narrow path, certain questions should be asked and answered first."

Lady Plowden, in her presidential address to the conference before retiring, had said that she would back playgroups and the playgroup philosophy now before nursery education.

Dr Mia Kellmer Pringle, the PPA's new president, spoke on the rights of children to be protected against violence. The only group of human beings legally beaten is children – by schools, in institutional homes, and by parents."

Mr Norman Fowler, Social Services Secretary, took time off from the House of Commons where he had been discussing the Falkland Islands, to announce an increase of £40,000 in his department's grant to the PPA. The PPA will now receive £350,000 for the year 1982–83.

# Left 'undermining' schools

Increasing left-wing interference in schools is threatening standards and undermining discipline, Dr Rhodes Boyson, minister for schools, said last week.

Speaking at a Conservative Party meeting in Abingdon, Dr Boyson said some Labour councils were threatening school discipline by prohibiting corporal punishment. And at least one Labour authority had directed that it would not support the enforcement of school uniform.

Dr Boyson condemned the recent suggestion by Mr Neil Kinnock, Labour's education spokesman, that every school should have a teacher responsible for "peace studies". Perhaps Mr Kinnock could indicate what subjects should be removed from the curriculum to make time for this new subject, and if he has a secret method of turning swords into ploughshares", he said.

He also attacked Avon county council's syllabus for peace studies.


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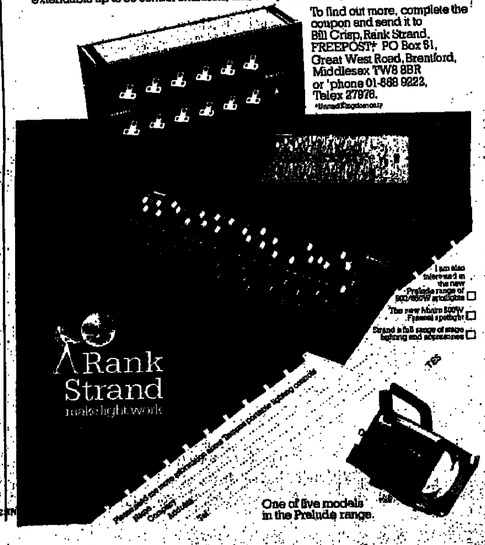


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# School to work

Edited by Mark Jackson

## Weigh-in for the training contenders

***On my right:*** **the Tebbit plan as announced in the training White Paper. A year of education and training for unemployed 16-year-olds and some 17-year-olds. Allowance, £15 a week, other costs to Government £40 a week, total £1,000m-plus a year. Voluntary, but no supplementary benefit for 16-year-olds who turn it down.**

***On my left:*** **the everybody-else plan: A year of education, training, and related work for 400,000 16-year-olds and 60,000 unemployed 17-year-olds. Allowance, around £28 a week – or negotiated wages, other costs to Government, about £20 a week, total £1,100m a year. Youngsters can draw supplementary benefit instead.**

The Government now faces a united demand from industry and education for training and further education to be offered to all 16-year-old leavers – not just the unemployed – from next year.

Detailed recommendations for a one-year traineeship, endorsed by the employers, the unions, the education service, and the voluntary agencies will go to the Employment Secretary at the end of this month.

The recommendations are embodied in a report to the Manpower Services Commission prepared by the task group it set up to work out an alternative to the Government's own scheme for training up to 300,000 unemployed leavers a year.

They provide instead for a year of training, on and off the job, work experience, and "relevant" further education for all 16-year-old leavers who want it, and for unemployed 17-year-olds.

The main provision in the plan are as foreshadowed in the *TES*'s reports of the task group's discussions over the past three months. They are:

- An integrated programme of high quality training for every participant, lasting up to a year, and longer for those with special needs;
- The programme to cover both the unemployed and those in jobs, including apprentices and other trainees, unless they decide to take jobs outside the programme;
- National standards of achievement to be set for trainees, with assessment and some kind of record recognized by both employers and the trainees;
- An allowance of more than £25 a week for each youngster, with employers free to pay more.
- Decentralized operation and shared control of the scheme through a representative national supervisory board and local boards.

The task group are satisfied that their programme can be provided for about the same public expenditure as the Government's plan.

The Government's contribution will be mainly channelled through a subsidy to the employers, covering a portion of the trainee's allowance and the cost of training. (The difference between the subsidy – about £40 a week – and the full cost to the employers, is made up by the estimated value of the trainee's productive output).

Unanimous on most of the plan, the group argued for more than ten hours before agreeing on the training allowance. No final figure was fixed, but about £28 is envisaged.

## Schools' autonomy 'should increase'

**by Bob Doe**

Schools should have virtually complete control over their own staffing and expenditure, Mr Tim Brighouse, chief education officer for Oxford told the Association for the Study of the Curriculum last week.

"A community school should be in the hands of the local community," he told the association's annual conference in Oxford. Only external repairs and painting, long-term maintenance of boilers and wiring and the advisory services need not be under the school's direct control.

"That would leave within the school's control such matters as the number of teachers and non-teachers, capitation, cleaning, internal decoration and simple repairs, hiring of premises, telephones, energy costs, playing field maintenance and school meals," he said.

In the future, primary schools should think in terms of futaily-centred learning, not just child-centred. "By that I mean the individual needs of one child are sometimes less important that the needs of the group of children or than a group of adults or the family."

At the pre-school level the service needed to build on the successes of the pre-school playgroups' movement and establish greater confidence and competence in parents to develop the emotional and intellectual growth of their children.

It was not enough for teachers to say their door was always open to parents. "They must harness parents in an equal partnership of learning not only for the individual child but for groups of children."

Tim Brighouse: 'Schools should be in hands of local community'

But the greatest shifts in attitude and approach had to be made in secondary schools where the main impact of widespread unemployment and increased leisure time would make itself felt. He thought well-paid "competitive" employment should and would become the prerogative of the 20-to 50-year-olds or even 30-to 45-year-olds.

"Everybody needs employment from the age of 14 until at least 65 but it should not always be well paid and at least some of it should be devoted to the service of others."

If the majority of children are no longer left school at 16, what would be the point of focusing the exam system on that age? he asked. Mr Brighouse suggested the reformed 16+ should instead be regarded as a system of modular exams taken when youngsters were ready, sometime between the ages of 14 and 17. The more able could move on to more advanced study earlier.

The end of the 16-plus would also call into question the whole organization of the school day, week and year. He called for a much greater commitment to the development of skills, and increased periods of study outside schools from the age of 14 – at work or in the community. The money to work for others should be provided by every child's schooling, he said.

Secondary schools may not only survive the next 10 years, said Mr Colin Richards, the Leicester university education lecturer who was seconded to HM Inspectorate to assist with the national survey of schools survey.

"Primary and middle schools will continue in the next decade much as they are," he predicted. "The existence of the secondary school as we know it is increasingly threatened by falling rolls, inroads by the manpower Services Commission and disutility among its clients. By the age 4 to 14 may be the only compulsory schooling recognizably similar to what we have today."

## Ulster president asks for parental support

**by Nick Wood**

Schools are the "last bastions of law and order" in a society of declining standards, the president of the Ulster Teachers' Union said this week.

Miss Heather Beattie congratulated the province's teachers for maintaining high standards of education and discipline in the face of 13 years of strife. But they needed help for continued success.

Echoing the Prime Minister's call for parents to assume greater responsibility for their children's behaviour, she said: "I would appeal to parents to support the teachers in their efforts by maintaining their parental authority in the home, by making sure that their children attend school and adhere to the ethos of the school.

"Only by a united effort both at home and in the school can we prevent today's would-be delinquents from becoming the malcontents of the future."

Miss Beattie, who was addressing the union's annual conference in Newcastle, County Down, defended corporal punishment as an "ultimate deterrent", the use of which was a matter of a teacher's "professional judgment".


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| 81/4/5 | ART: FABRIC WORK<br>Mon. 5 July to Fri. 9 July | 9.30 am–4.30 pm | 81/7/4 | USING SPMG MATERIALS FOR PRIMARY 7 MATHEMATICS<br>Weds. 5, 12, 19, 26 May<br>Venue: Education Offices, Dumfries | 4.00 pm–5.45 pm |
| 81/4/7 | ART: SCREEN PRINTING<br>Mon. 5 July to Fri. 9 July | 9.30 am–4.30 pm | 81/8/4 | BROADCAST MATERIAL AS A BASIS FOR MUSIC MAKING IN THE PRIMARY SCHOOL<br>Wed. 7 July to Fri. 9 July | 9.30 am–4.00 pm |
| 81/5/7 | THE SHORT STORY AS A UNIT STUDY FOR PRIMARY IV AND PRIMARY VII<br>Mon. 26 April | 7.00 pm–9.00 pm | 81/10/9 | SCOTTISH FOOTBALL ASSOCIATION: C-LICENCE FOR COACHES<br>Tues. 1, 8, 15, 22 June<br>Thurs. 3, 10, 17, 24 June | 6.30 pm–9.00 pm |
| 81/5/8 | THE USE OF FICTION IN A TOPIC STUDY FOR PRIMARY IV AND PRIMARY V CLASSES<br>Sat. 24 April | 9.30 am–12.30 pm | 81/10/10 | Sats. 5, 12, 19, 26 June<br>TRAINING FOR THE BRANCH AWARD OF THE SCOTTISH WOMEN'S KEEP FIT ASSOCIATION: PART 4<br>Thurs. 22, 29 April, 6, 13, 20, 27 May | 9.30 am–5.30 pm<br>7.15 pm–9.15 pm |
| 81/5/9 | THE USE OF FICTION IN A TOPIC STUDY FOR PRIMARY VI AND PRIMARY VII CLASSES<br>Sat. 8 May | 9.30 am–12.30 pm | 81/12/3 | NATURAL HISTORY ASPECTS OF THE FRESHWATER ENVIRONMENT: P5–P7<br>Mon. 5 July to Wed. 7 July | 10.00 am–4.00 pm |
| 81/5/10 | CLASSIC WRITERS PREPARED FOR CHILDREN'S READING: THE USE OF ABRIDGED WORKS IN SCHOOL<br>Sat. 15 May | 9.30 am–12.30 pm | 81/12/4 | HEALTH EDUCATION: P4–P7<br>Mon. 5 July to Fri. 9 July | 10.00 am–4.00 pm |
| 81/5/5 | THEATRE IN EDUCATION PROJECT (PART III)<br>Tues. from 20 April to 25 May<br>Sats. from 24 April to 29 May | 6.00 pm–8.00 pm<br>10.00 am–12.30 pm | 81/13/6 | MAKING USE OF THE LOCAL ENVIRONMENT<br>Tues. 4, 11, 18, 25 May 1982 | 7.00 pm–9.00 pm |

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## Control of HE tightens

As the Government cuts spending on higher education, so it is trying to strengthen its control over the system, Dr John Ashworth, Vice-Chancellor of Salford University and Careers Research and Advisory Centre conference in Cheltenham this week.

The new National Advisory Body for the public sector was the first major constitutional proof of this although local authorities had managed to win a battle with the Department of Education and Science over the form of body that should be adopted.

"Will the NAB now manage to devise an effective brake for public sector higher education spending which, until now, has been open-ended because of the rate support grant arrangements and the opportunity for individual local authorities to add their institutions by making good use of pool income out of the rates?" he asked.

The response of the institutions in the face of recent squeezes had been to pack in even more students and thereby to frustrate the Government by increasing spending on grants, Dr Ashworth said.

The creating of the NAB left the University Grants Committee in an even more anomalous position. The tidy arrangement would obviously be to reconstitute the UGC in the same relationship to the Minister as the NAB and to link and integrate the work of the two bodies formally under him.

"The UGC and the majority of universities, I guess, would not quarrel for this but I also sense that some change in the status of the UGC is inevitable: Sir Keith Joseph seemed to suggest as much in a recent speech with the Select Committee on Social Services."

If such a move did come for political track records of the universities suggested that they would have to imposed on them against their will rather than taking the initiative and making significant proposals for change, he added.



Bob Doe reports from the British Psychological Society conference in York

## Doubts raised on study guides

Formal how-to-study courses are not much use in sixth forms, research carried out by the National Foundation for Educational Research suggests.

A report to be published later this year is expected to reveal that both teachers and students reject the sort of guides to study conceived for students in higher education.

Mr Ralph Tabberer, a researcher at the NFER, told the annual conference of the British Psychological Society in York this week that 90 per cent of the colleges in the United States ran how-to-learn courses for their students.

But the foundation's researchers found that when such courses were tried in schools in this country they were widely criticized as ineffective by both students and teachers.

Mr Tabberer said groups of teachers set up to discuss study skills concluded that the most effective approach was to develop better study skills through the everyday subject teaching. "Better study skills are a matter of teacher development," he said.

Many of the teachers realized, for instance, that badly structured notes were as much the fault of the note giver as the note-taker. Teachers should encourage students to reflect on the purpose of note-taking.

Dr George Thomson of the University of Edinburgh said his research into study skills suggested school examinations encouraged passive rote learning styles inappropriate to those going on to further education.

Mr Peter Morris of the University of Lancaster, who chaired the BPS symposium on study skills said: "It is clear the optimistic view of study skills in the 1960s, when academics wrote study skills books without any background, was hopeless."

## Handicapped training boost

A breakthrough in improved training – and increased happiness – for the most severely handicapped of all children seems to have been achieved at the University of Hull psychology department.

There are now about 7,000 multiply-handicapped children in England and Wales. Most of them would have died before reaching school age before the development of antibiotics and many of them are blind as well as being severely limited in their physical and mental functions, often showing little apparent response to the outside world.

But Mr Steven Lovett, a research student at Hull, told the conference last week that they can respond, can control their own environment and can be taught some simple, useful skills.

He used a special switch that enabled these children to turn music on for a short period simply by breaking an ultra-sonic beam by the minimal movement of an arm. This device resulted in a three-fold increase in the number of such arm movements and a similar increase in the amount the child smiled and laughed.

A similar switch was used to operate a ride-on computer-controlled car which followed a white tape on the floor and this resulted in a five or sixfold increase in these responses.

Then Mr Lovett replaced the ultra-sonic switch on the car with one that needed to be squeezed in order to try to teach these children how to grasp objects – something they were not previously able to do.

The result of this was not only that they learnt to grasp the switch and do so for most of the time they were on the car, but also they began to reach out and grasp other objects like toys.

"The encouraging thing is that the learning was transferable," Mr Lovett said. it was important too for parents and teachers to see that their development was possible.

Three of four years of teaching children of this degree of disability was often as much as teachers could take and he felt this was in part at least because of the lack of any progress.

### Fairer tests

Electronic, push-button intelligence tests that are said to be much fairer than the cumbersome pencil and paper variety have won the backing of Professor Hans Eysenck, the controversial psychologist.

He told the BPS that tests measuring the speed of response to a light, sound or in some cases the longest of two lines, should be accurate regardless of the person's sex, age or cultural background. He argued they were the fairest and truest measures of "biological" intelligence available.

### On the streets

Keeping young people off the streets could be the worse thing possible for them, the BPS was told by Dr Colin Brydon of Lancaster University.

Adolescents need to spend time loafing about and chatting with their "mates" as an essential part of developing mature, adult-style relationships he said.

As they grow up they needed to turn away from their families more and learn about exchanging confidences and developing personal trust.

## Croydon amends its plans

**by Hilary Wilce**

**The London borough of Croydon has made minor alterations to its plans for secondary reorganization and sent them back in haste to Sir Keith Joseph, the Education Secretary, for approval.**

**Sir Keith turned down the original proposals on a number of counts. He felt the scheme left too many small secondary schools in existence, that a proposal for a five-site tertiary college would be unworkable, and that the proposed break at 16 did not offer any advantages over the existing system.**

**The revised plans put forward the same school closures, but spread over a longer period and backed by a commitment to maintain staffing levels and curriculum options in the smaller schools.**

**The tertiary college plans have been adapted from a system of semi-autonomous sites to one of separate post-16 centres with a coordinating machinery.**

**Under the new scheme, three of these centres would be set up under schools – not further education – regulations, to bring them "nearer the existing arrangements for traditional sixth form work", according to the council proposals. However the centres would have open access, and offer some vocational courses in addition to GCE work.**

**A fourth centre would be established as part of Croydon College, to expand vocational opportunities.**

**Croydon, which faces a 41 per cent drop in its number of 16 to 19 students by 1991, is anxious to begin reorganization as quickly as possible.**

**Labour, Tory and Social Democrat spokesmen in the area have all condemned Sir Keith's rejection of the original proposals, although local parent groups are opposing any move to get rid of traditional school sixth forms.**

## Music fund hits the high note

**by Sarah Bayliss**

Three double basses, video equipment and several works of art are being bought for Leicestershire schools with the interest earned on a successful appeal fund.

The Leicestershire Appeal for Music and the Arts was launched about a year ago when that part of the education service faced a 25 per cent cut. Famous artists and musicians, including Sir William Walton, became trustees and £32,000 was raised.

The fund is still open although the county council elected last May has restored part of the cuts. For example, eight of the 10 peripatetic music teachers whose jobs were axed are being reinstated.

Now the first year's interest is being allocated in grants to develop music and the arts in the county.

The county drama workshop is to receive £1,000 for portable video equipment which will be used for recording training sessions and live performances. The Leicester School of Music will spend £1,000 on three double basses to improve its depleted stock of orchestral instruments. And £750 will supplement the grant used at the annual Leicestershire picture sale for schools. Schools and colleges are being encouraged to form their own collections of works of art.

Mr Andrew Fairbairn, director of education for Leicestershire, who was the driving force behind the appeal, said this week it had become an important symbol for those who cared about the arts and music. "By investing in 1991 gilt edged stock we are now able to buy things which are still quite beyond our ordinary budget. We hope the capital goes on accruing."


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Republic of Ireland/John Walshe

# Survey highlights bad state of schools

**DUBLIN:** An unflattering portrait of the average primary school in the Republic has emerged from a major survey conducted by the Irish National Teachers' Organization.

It shows that they are badly served in terms of equipment and resources – within this inadequate provision small schools fare badly in comparison with large schools.

A substantial portion of schools do not have access to either a general purposes hall or a school room. Many schools are overcrowded. Some have inadequate play areas and no access to playing fields.

Three quarters of those in the survey do not have a telephone, typewriter or filing cabinet; 90 per cent do not have a duplicator; only 8 per cent have a school camera, 3.1 per cent a video-recorder; 96.7 per cent have no television and only 39.8 per cent have a radio.

The union got a reponse rate varying from 75–80 per cent to its long list of questions. It was the findings under the section "Water and Sanitation" that most surprised people. Of 2,583 respondents to the question of a school water supply, 581 still get their supply from a well, while 36 have to rely on rain collection.

The union also found physical obstacles still remain in many schools to the successful implementation of the new curriculum with its child-centred teaching methods. The additional facilities and resources have not been provided.

Smaller schools are less well provided for in terms of equipment, facilities and ancilliary staff – for example clerk typists and caretakers – than schools in the larger category.

Smaller schools in general do not have access to the services of remedial teachers nor do they have special classes. Schools in the small categories have teaching principals with little or no office facilities and no clerical assistance.

Three-quarters of the teachers surveyed agree that small schools are discriminated against in the allocation of funds to schools. Most also agree that small schools play a more important role in the local community than large schools and that there are better teacher-parent relationships in smaller schools.

The survey was debated at the union's annual congress in Killarney this week. Delegates were told that the executive hoped to conclude an agreement with the Department of Education on a minimum set of standards for all primary schools.

The Department says that standards in new schools have improved in recent years and that it is trying to rectify shortcomings in older schools.

Finland/Donald Fields

# 'Latchkey' care plea

**HELSINKI:** A working party for the Social Welfare Board has reported that at least 54,000 Finnish children – one-fifth in the 7–10 age bracket – are in need of care after the end of their school day. At present only 7,400 places are available in afternoon care centres.

In a memorandum the working party emphasizes that latchkey children are not mature enough to cope without adult help. The problem of isolation in an empty home can lead to mental disturbance and difficulties at school.

The monthly charge for afternoon care is relatively cheap, but in many localities parents are unaware that these facilities exist, says the report.

Meanwhile, the Finnish Teachers' Union has come out against a Ministry of Education proposal to make mathematics a compulsory part of the matriculation examination (*TES*, February 12).

It says the idea is at odds with an earlier government directive on channeling children into careers and higher education. The Board of Education has also condemned the proposal.

# A tour of the Grand Duchy

A party of 20 children from Sonning Common Primary School, together with their headmaster, Mr Rod Sharman, recently paid a study visit to Luxembourg. Accompanying the party were Mr John Coe, Oxfordshire's senior primary adviser, and Mrs Yvonne Ward, primary adviser.

The visit was made in response to an invitation from the Government of Luxembourg where there is much interest in the methods of education used in Oxfordshire schools and a wish to introduce similar methods to the children and teachers of Luxembourg.

The children, who spent each day recording life in the Grand Duchy, are seen visiting the castle at Vianden.


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The Netherlands/Lynne George

# Secondary reform moves a step closer

**AMSTERDAM:** Since his first term of office, in the early 1970s, Dr Jos Van Kemenade, the Education Minister, an impassioned supporter of comprehensive education, has painstakingly tried to steer a mainly sceptical Dutch education body onto a course of non-selective schooling.

While the tedious debate on comprehensives, now dragging into its second decade, has not produced many converts it has, at least, made many increasingly aware that all is not well with the present system of selective schooling.

There are about 10,000 secondary school drop-outs a year including 30 per cent of all pupils from grammar, higher general secondary, and lower vocational schools. Only 10 per cent of working class children compared with 50 per cent of middle class children attend the first two prestigious types of secondary school.

Holland, which prides itself on its classlessness, has the lowest proportion of working class students at university of any other northern European country.

The ambivalent attitude towards comprehensives of Dr Pais – Dr Van Kemenade's predecessor – brought four years of relative calm. But over the past few months, the debate has been gathering momentum with the publication earlier this year of yet another weighty consultative document from the Education Minister on how secondary schooling could be reorganized.

In what some might see as a last-ditch attempt to convince opponents of non-selection, Dr Van Kemenade has tactically avoided using the word comprehensive throughout the carefully-worded document.

Instead, the document foresees that after primary school all 12-year-olds will attend so-called basic schools of basic secondary education for three years. From there they will enter streamed forms of further education for two, three or four years depending on the course.

The schools are intended to be a continuation of the aims of the new primary schools to offer more equal oppportunities for development.

By giving all pupils a common course of 11 general and vocational subjects for three years the choice of a specific study or vocation will be postponed until 15.

There would be more subject choice with housecraft and mechanics obligatory for both sexes and more opportunities to develop creative, artistic and organizational skills.

Ideally, teaching would begin in mixed ability groups. But breaking down the barriers of the present selective system is not intended to lead to a levelling down of abilities.

Instead, pupils within the group would be offered parts of a course at different levels. At 15 pupils would receive a recommendation from their teachers for further training. All pupils can unconditionally attend a further two-year vocational or general secondary course, but an assessment would be necessary for three or four year vocational and general courses.

To accommodate this second phase of secondary schooling the leaving age will have to be raised by one year to 17 – a move which, at a time when more and more pupils are dropping out, has brought about criticisms of the proposed reorganization.

The document is also seen as a compromise to ward off further protest from the diehard advocates of a selective system, including the influential Dutch Secondary Schools Teachers' Association (including grammar school teachers) and the VVD, the Dutch opposition Liberal Party.

After a year of consultation it is hoped that a decision can be taken by Parliament sometime next year. Even so it would be at least 20 years before the new school would be reality for all children.

France/Barbara Casassus

# Microcomputer experiment unveiled

**PARIS:** An experimental scheme to teach reading by microcomputer to about 3,000 children and adults over the next few months has been unveiled by the French Reading Association. The computer system, initiated by the National Institute for Pedagogic Research and known as ELMO, is designed to increase the user's reading capacity to between 30,000 and 50,000 words an hour, a speed way beyond the capacity of most French people.

Based on the principle that to read is to understand and that to read well is to read fast, the association claims that only 30 per cent of the French meet these specifications; 20 per cent cannot go faster than 10,000 words an hour.

The scheme, to be carried out in about 30 locations, including schools, youth centres and libraries, will involve three half-hour sessions a fortnight, giving a total training of 15 to 20 hours spread over four to five months. With constant feedback on progress from the computer, the pupils will learn to widen their visual field, take in larger portions of text at a glance, memorize key words and have a good idea of content without reading every line.

India/A. S. Abraham

# Polys for countryside programme

**BOMBAY:** Selected polytechnics in India will specialize in rural studies under a special scheme being carried out by the All-India Council of Technical Education (AICTE). Thirty have been awarded, are being set up.

So far, all polytechnics, including those in the villages, have concerned themselves with training technicians only for urban industry. The objective of the new scheme is to encourage as many people as possible to get involved with rural needs and communities.

The new polytechnics will offer non-formal technical courses in: agriculture, craftsmanship, rural colleges, industry, transport, water supply, sanitation, housing, and other subjects of rural relevance. They will also have repair and maintenance facilities for agricultural implements, vehicles and electrical tools.

By teaching basic skills to young villagers and giving more advanced training to rural workers, they will aim at devising efficient methods of local production of common needs goods.

Before the project began, an assessment was made of local resources in each of the 35 communities to be served by the polytechnics. Some experimental non-formal training was provided which apparently helped to get the scheme off the ground.

The scheme is financed by the Federal Government, the provincial government in the states involved, and by voluntary bodies which have given materials and services.

The polytechnics are said to be attracting village youth, idle for a greater part of the year, by providing courses with rural seasonal schedules and tailoring instruction to rural needs.

EEC/Craig Anderson

# Grants aim at links

**BRUSSELS:** Increased educational cooperation between the 10 EEC countries is the aim of a new series of study grants totalling £120,000 awarded by the European Commission.

The grants have been awarded to research staff and administrators in higher education and to education officers in local and regional authorities. Forty-five of the individual grants have been awarded to applicants from the UK, out of a total of 209 beneficiaries from throughout the European Community.

The study visits financed under the scheme are intended to allow those involved in either educational research or administration to look at how educational authorities in other EEC countries tackle problems of organization.


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United States/Peter David

# Bait dropped into student pool

**WASHINGTON:** American school leavers bound for higher education this year are being confronted by the most ferocious competitive recruitment drive ever mounted by colleges and universities.

The Reagan Administration has steadily reduced the number of grants and loans available for students, and proposes even bigger cuts in 1983. Many colleges – particularly the small private institutions – fear a slump in enrolments which could lead to bankruptcy and closure.

With about 3,000 universities and colleges chasing a shrinking pool of students, the American higher education system has become dramatically entrepreneurial. Colleges have begun to offer everything from cash incentives to cheap air fares to prospective students.

The Rensselaer Polytechnic Institute in New York State recently gave all of its brightest entrants a free $4,000 (£2,280) Atari home computer. The Virginia Polytechnic Institute is offering talented engineering students the option of a cash payment or a free trip to Europe if they enrol at the institute.

Many colleges believe that dramatic measures such as these are necessary to attract high-quality school leavers and prevent a fall in entrance standards which will make recruitment even more difficult in later years.

But there are also sound financial reasons for colleges to spend a considerable amount of money on recruitment. A large proportion of the students lured onto a campus by a cash incentive or travel offer will bring with them valuable injections of Federal financial aid.

Furnam College in South Carolina is typical of the small private universities which are looking more carefully than ever at the question of attracting students. Although privately-funded, the institution reckons that about 40 per cent of its 2,500 undergraduates receive some sort of Government or corporation assistance to pay the college's high $7,000-a-year tuition and residence fees.

A minority of poorer students could receive as much as $6,000 a year towards their college expenses, but Mr Benny Walker, Furnam's director of financial aid, says that most students receiving help get just over $3,000.

Unlike some colleges, Furnam does not go in for spectacular free offers to persuade good students to attend the college. But it does invest heavily in attempts to persuade parents that they can afford to put their children through college, and it offers extensive help to parents bewildered by the maze of grants, loans and scholarships available.

According to Mr Walker, an average aid package could involve as many as eight different sources of financial assistance. A student could receive simultaneously a place on a campus work programme, a government loan, a college scholarship, a business scholarship, a federal grant, a supplementary grant and a company sponsorship.

To tap all the potential sources of financial assistance parents can be involved in seven separate sets of paperwork a year and, since many grant offers affect the availability of others, need to be able to work their way through a complex financial juggling routine.

Furnam has responded to the competition for students by making it easier for parents to play the financial aid game. Mr Walker and his staff have become the equivalent of friendly bank managers.

But sharpened competition between institutions has not prevented American universities from mounting a united defence against the cuts of nearly 40 per cent in student financial aid called for by President Reagan in his 1983 budget proposal.

So far the proposed reductions have been rejected by Congressional committees scrutinising the White House spending plans, although higher education lobbyists fear that when the budget debate reaches a climax later in the year student aid will be unable to escape a severe cut.

Immigrants to Australia, such as this Greek grocer, used to be allowed to stay in migrant centres for up to 12 months.

# Policy change over migrants

**SYDNEY:** The Department it Immigration and Ethnic Affairs has reduced substantially the time most immigrants are eligible to stay in immigrant centres.

English-speaking immigrants will be limited to a six-week stay while most migrants and refugees who need to learn English and want to take part in English language courses can stay for up to 20 weeks.

Previously, families with children were able to stay in migrant centres for 12 months, couples for six months and single people for three months, regardless of the language they spoke.

Reductions in the length of stay followed a departmental review prompted by the Federal Government's view of Commonwealth functions.

A department spokesman said the new policy was not discriminatory. "It really means that a government service is provided for those who need it," he said.

# Block on recruitment to Zimbabwe proposed

by Hilary Wilce

The National Union of Teachers should not support the efforts of the Zimbabwe Government to recruit British teachers until there is "genuine negotiation" on conditions of service, Mr Jack Chambers, the union's ex-president, said last week.

On a recent visit to Zimbabwe, Mr Chambers found that many teachers were treated in an authoritarian and high-handed way by school heads.

"Clear-cut contractual arrangement" are needed for teachers recruited on a permanent basis and short-term arrangements could be worked out with cooperative local authorities willing to second teachers to Zimbabwe, Mr Chambers suggested.

He also said the NUT should send out information on training, appointments, benefits and conditions of service to the Zimbabwe Teachers' Association, and should offer training in union organization to Zimbabwe teachers. Ways of paying for such training should be explored with the World Confederation of Organizations of the Teaching Professions, he said.

Mr Chambers's comments are contained in a report which will go before the NUT's international affairs committee next month.

During his visit Mr Chambers was told by the Zimbabwe Government that it was only interested in teachers willing to become Zimbabwe citizens and take up permanent residence in the country.

His report notes the rigidity of the strongly GCE-based curriculum, and the apparent lack of negotiating power of the Zimbabwe Teachers' Association.

It also relays complaints made by white teachers about the ways schools are organized and the alleged failure of employers to observe contractual conditions. On political conditions in the country, the report is gloomy. The old colonial constraints on freedom of speech, movement and protest have been taken over "lock, stock and barrel by the present Government," the report says.

Israel/Benny Morris

# Schools close after shooting attack

**JERUSALEM:** All schools were closed this week in the West Bank, the Gaza strip and East Jerusalem as part of the Arab protest and general strike following the attack by a Jewish extremist at Jerusalem's Dome of The Rock, Islam's third holiest site.

The attack by Alan Harry Goodman, a recent immigrant to Israel from the United States who was two weeks into his basic training in the Israeli army, left two Arabs dead – one of them a guard at the mosque – and nine injured.

Following the shooting spree and Mr Goodman's arrest by police after a short siege, thousands of Arab youths rushed to the Harem E-Sharif complex, and began pelting Israeli troops and civilians with stones. Several dozen Israelis and tourists, and about 30 Arabs were injured.

The Supreme Muslim Council, in charge of religious sites and religious life in the West Bank and Gaza, called for a general strike throughout the occupied areas and Arab Jerusalem.

The leader of the Palestinian Liberation Organization, Yasser Arafat, who commands a great following in the occupied areas, called upon his supporters in the territories "to water the land of Palestine with blood" and to launch a holy war against the Jewish state.

The current state of rioting and the strikes is the second major disruption of life in the occupied territories within a month. In March, strikes and rioting set the areas aflame in protest against the newly introduced Israeli civilian administration and, in a more general sense, against the continued Israeli military occupation.

New Zealand/Lindsay Hayes

# Report urges action for Maori studies

**WELLINGTON:** A major report by the race relations conciliator explodes the myth that New Zealand is a multi-cultural Utopia and lists education as the key to improved race relations.

The report, *Race against time*, by the conciliator, Mr Hiwi Tauroa, contains 91 recommendations demanding urgent action. It appeals to the Government to ratify its obligation to stamp out racial discrimination, under several United Nations agreements.

The report is the result of a human rights commission inquiry into race relations started two years ago.

Educational improvements are viewed as the main hope. As well as endorsing the proposals of an earlier report urging sweeping changes to rid education of what is seen as a mono-cultural bias, it also calls for:

- A government commitment to establish bilingual (English and Maori) schools by 1990, so parents can have the choice of a bilingual education for their children
- The incorporation of Maori studies as an integral part of all teacher training and not part of an optional system
- An extension of Maori language programmes so that by 1985 Maori language and Maori studies are automatically taught in all schools
- Equal status with English for the Maori language in the classroom (also in law and government transactions)

There is more to Maori culture, the report says, than using a Hangi (Maori food cooked in an earth oven) for raising money at a school fair.

An overhaul of the system is called for to place the culture on a par with Pakeha (New Zealanders of European descent) traditions, and "not just as extraneous subject to be taught if the principals feel like it".

Mr Tauroa's report is couched in urgent terms and Maori groups, which have unsuccessfully sought action in some of these areas, are optimistic that the Government might act on it.

New Zealand has heard race relations warnings before, but not from this quarter.

Australia/Bill Purvis

# Canberra pay dispute settled

**SYDNEY:** Schools and technical colleges in Canberra have returned to normal following acceptance by teachers of an interim pay offer.

More than 2,000 teachers employed in government schools and colleges had been suspended after carrying out an industrial campaign of rolling strikes in support of a 25 per cent pay rise.

They carried out half-day strikes to back the claim, which was lodged six months ago.

The teachers were suspended under the provisions of a controversial employment law, which permits the Government to lay off employees not on strike if industrial action by other employees makes it necessary.

Suspensions closed schools and disrupted about 38,000 students. The dispute was resolved when the arbitration commission granted teachers an interim pay rise of 8 per cent.


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# Letters

## Saddened by the second Plowden report

Sir, – I object! I object to nearly 20 years of hard work and serious reflection being cheaply thrown on the rubbish dump!

And what, I hear you ask, has initiated such an aggressive, nay indeed positively negative, response? This phrase, from Lady Plowden's article (*TES*, April 2) – "I would back playgroups and the playgroup philosophy instead". Suddenly and sadly much becomes clear about the Plowden enigma of the past 20 years. It was a gamble, and the name of the philosophy which was backed was called "Nursery education for all". But in the best gambling tradition someone has to win, and someone has to lose. There was a dark horse in this race called "Pre-school Playgroups" and according to Lady Plowden, she's putting her money on it!

How simple. "We didn't know then what we know now." Will we ever? I despair at articles like this on pre-school provision. The more they are written, the more confused the picture becomes, the more entrenched the different areas of provision become. The "better than" treadmill is fostered. It is better to be in a nursery school than a playgroup. It is better to attend playgroup than nursery class, and so on.

In the area of pre-school involvement we do not know if one form of provision is better, or worth backing, than another because when we think of what is "good" for a very young child, we cannot isolate the child from his family, he is woven into the fabric of family and community life. The way to improve the quality of life of a young child is to improve the quality of life of the family unit to which he belongs.

I would not wish to encourage an expansion of playgroups or nursery groups or any other easily identified and labelled group. I would like to encourage the rapid expansion of the recognition of worth in our society of people who live, work and play with young children. They deserve our automatic support and applause no matter who or where they are. That is the ideal. Second best, but nevertheless useful, is the recognition of the steady growth of a coordinated approach to work with the under-fives. We do not need any more playgroups or nurseries, we need centres within each community which recognise the individual needs of people, not just children, centres whose key to success is flexibility and service.

We are moving towards this concept of cooperation and coordination as nursery and playgroup provision develops and matures. Let us not cheapen or hamper this exciting development by encouraging polarity in discussion and reflection.

I began my teacher training just before the Plowden Report was published. I experienced work in schools which were based on the philosophy contained within it. I continued my nursery training during 1972 when the White Paper *A Framework for Expansion* was published. I initiated changes within my schools which reflected the excitement of the developments of the early and mid-1970s. I am at present involved in the work of a family centre. I have grown, matured, kept an open mind and developed my professional thinking which is well matched to the new challenges presented to all of us in the 1980s – but we need backing and support, and if not from Lady Plowden, from whom?

LIZ WAY,
43 Chelmsford Road,
Westdown Park,
Exeter.

Sir, – How sad that at this point in time Lady Plowden should have felt it necessary to drive a wedge between the philosophies of the playgroup movement and nursery education. In recent years, many of those involved in caring for children under five have been getting to grips with the need to cooperate, to integrate their ideas and practices, and to work together in the best interests of children and their families.

Nursery education has been part of the educational scene for more than 100 years; playgroups, as we know them, have been in existence for 21 years. Those of us who really care about under-fives, are grateful for the opportunities for choice that the playgroup offers to parents. Sadly, much of the evidence points to the relative lack of take-up by working class families.

Authorities which have made nursery education a priority, or are at least protecting their existing provision, are faced with the situation of constant pressure from parents who prefer to take advantage of the statutory sector of education for which they are already paying –either to central government, or to their local educational authority.

Quality (as well as quantity) of provision, is safeguarded in the statutory sector. Enfightened authorities continue the work of the early pioneers, who since the days of Margared McMillan, have pressed for the best possible provision for our very youngest children.

Properly devised facilities, with expert, caring and interested staff who understand child development, and know how to make provision which is appropriate to the ages and stages of development of the children, are crucial. Stability, consistency of handling, and a sensitive response to children, are important.

Comparisons of numbers of children in playgroups and statutory educational provision are odious, when attendance at a playgroup can take a regular, erratic or interrupted pattern. Experience has proved that mothers, involved and interested in the playgroup while their own children attend, do not, usually, sustain that interest once their own children have moved on. The daily programme in the pre-statutory school setting should be based on what has happened the previous day – how can this occur when a child is attending for one or two mornings/afternoons a week?

Parents are increasingly involved in their children's education – the responsibility of the nursery school or class is to help all parents to see the important contribution they make to their children's education. PPA pointed the way in parental involvement; this helped the professionals to look more closely at their practices. However, even in the 1930s, parents were regarded as having an important influence on their young childrens' education.

If parents are important, so also are teachers, nursery nurses and playgroup leaders. Some of these, like Belle Tutaev, have made a tremendous contribution to education, by building on their playgroup experience; they have become teachers of young children. What must be safeguarded, is parental choice – but it must be choice between equals – so playgroups and statutory provision have to look to their laurels. Parents, increasingly more knowledgeable about their rights, will feel entitled to take advantage of the best.

CYNTHIA JAMES,
Chairman,
British Association for Early Childhood Education,
Montgomery Hall,
Kennington Oval,
London SE11.

Sir, – I am afraid I omitted a sentence in the copy of my address to the Pre-School Playgroups Association conference which I sent you.

After the sentence: "I must confess I am disturbed by the report I saw recently that ILEA is to provide £1m on new nursery classes", please be added "I wonder whether this is the best way of helping underfives and their mothers".

BRIDGET PLOWDEN,
7 Cottesmore Gardens,
London W8.

Neither did she appear to recognise the need for well-trained and experienced staff in these groups, who have the maturity to cope with the problems which disadvantaging.

In my experience of playgroups, cost-effectiveness all too often means allowing playgroups to carry out their own way – fine for many children but disastrous where social and financial instability mean inadequate premises, shabby equipment, chaotic sessions and a constant change of staff.

I fear that the more balanced picture presented in Virginia Makins's article –where due recognition is given to the importance of "cooperation and support from professionals, health visitors, teachers and social workers" – will be ignored by those local authorities anxious to save money and with a clear conscience. Lady Plowden seems to be offering such authorities the perfect excuse for running down already inadequate nursery provision, and I feel very sceptical about their willingness to plough back into the playgroup movement enough of the money thus saved to make any significant difference to the lives of parents and children in special need.

JUNE MACINTYRE,
23 Camden Road,
Sevenoaks,
Kent.

## Adding to maths

Sir, – The Cockcroft report on the teaching of mathematics affirms the experience of most teachers of the subject, that is, that we expect our children to learn too much mathematics without enough time being spent on teaching them how to apply it successfully.

It recognized that overfull examination syllabuses make a significant contribution to the present state of affairs, since the desire for examination success leads to pupils being taught how to do examination questions rather than how to apply what they have learnt to real life situations.

However, the committee appears, I believe that it is possible to write examinations that do both assess pupils' ability to solve real-life problems, and not have the undesirable effect mentioned. Surely years of experience have shown, with a wide balance of GCE, CSE Mode 1, Mode 2 and Mode 3 syllabuses, that this is quite possible, and that the written examination is the worst way of assessing children's mathematical ability, and is at best only a way of categorizing pupils by their ability to answer examination questions.

What many teachers were hoping to hear from the committee was a proposal to move away completely from written examinations as the main form of assessment, towards a system involving profiles and perhaps final examinations involving practical application of the subject – maybe like those used by the APU as described in *The TES* (March 26). Only by such radically—new forms of assessment could meaningful information be given to parents, employers and colleges, as opposed to the fairly meaningless examination grade.

Secondly, while the reforms to the curriculum recommended should be welcomed, there is little comfort offered to already overworked mathematics teachers. Teachers have recognized the need for lessons involving practical apparatus to enable real understanding of the subject, and many projects, such as SMILE in the ILEA, do involve a great deal of practical work. However, if such resource-based teaching is to be actively encouraged, I believe that it will require a change in the status of mathematics departments in secondary schools to that of science or design technology departments. Technicians should be employed to support practical lessons, and such lessons should be taught to half-sized classes. At present, practical lessons involving a variety of activities with 30 children, where all the preparation and organization of materials before and after the lessons has to be done by the teacher, are so time consuming as to actively discourage use as the main form of maths teaching. A page full of sums is much easier to organize!

Such recommendations, if implemented, would lead to mathematics teaching becoming a more attractive proposition and would, I believe, lead to more mathematicians wanting to enter the profession. Teachers will be motivated more by the increased possibility of success in the classroom than by any extra financial reward such as that suggested by the report.

The changes in the curriculum recommended by the report should be welcomed, as I have already stated; but the lack of concrete suggestions as to how these changes can be successfully implemented will, I am afraid, lead to the report having as little effect as previous reports on mathematics teaching have had on the confidence our population has in its ability to use this most applicable subject.

The level of improvement that is called for cannot be achieved at no cost, only by major improvements in staffing, resources, and methods of assessment can we begin to affect the little success too many of our pupils have in our subject.

O. UBER,
Head of mathematics,
Stockwell Manor School,
Clapham Road, London SW9.

## Succinct precis

Sir, – Richard Garner's admirable and succinct summary of the events along the "Rocky road to arbitration" (*TES*, April 2) needs qualification on only one point.

Not all the teachers agreed to sniff out what the management might have to offer unofficially "behind the chair".

The NAS/UWT voted against this proposition believing, as all the other teacher organizations had done a few hours earlier, that it was incumbent upon the management to make an improved offer in full Burnham as they had requisitioned the meeting.

But we will have only frustration and disappointment if we tries to get schools, instead of parents, to "force it" on the youngsters.

The reason is that musical appreciation seems to be related in some way to age and intelligence. Those who don't like classical music sometimes actually hate it (Arnold Wesker put this in his play *Roots*) either for his own sake, as a disturbing sort of noise, or because they associate it with people of a higher intellectual or social standing than themselves and feel affronted by it for that reason. Even rather musical children, who will one day be listening to string quartets, start with Trumpet Voluntary and Messiah before moving on to Beethoven symphonies and St Matthew Passion.

We are lucky to be living in an age of cheap electronic gadgetry when nearly every child will soon be able to afford his or her own Walkman. The role for Mr Corrin seems to be to spot the child who might be ready for something he would not otherwise have come across, and lend the appropriate cassette! A very important role for the school as well as the teachers may be to close the widening gap between real music and electronic music in the matter of resources and money.

Here in Paris it costs £30 to have a piano tuned and the dumbiest imported upright costs £1,000. Anyone who doesn't live in a detached house has problems in actually working at any instrument, or the voice. By making practice facilities available in schools, and Mr Corrin, too, will be able to do far more to encourage high standards of playing than by making tuition compulsory.

MICHAEL W. D. WHITE,
35 rue Jean Dolent,
75014 Paris.

## Trumpet voluntary

Sir, – Mr Corrin's suggestion (*TES*, March 19) that music must not only be built into the curriculum but made compulsory is an alarming one. Two well-known authors and journalists of the last generation, Evelyn Waugh and Harold Nicolson, had it in common that they were both tone deaf. I have never seen any research on the matter but it seems clear that tone deaf people must be at least a not negligible proportion of the population – perhaps one in a hundred or one in a thousand. Why should those have music lessons inflicted on them? Surely they would be bound to misbehave and disrupt the class?

Mr Corrin is right about the "civilizing and humanizing effects of knowing how to play an instrument" at least I hope he is, neighbours wouldn't necessarily agreed

## Ties of loyalty

Sir, – May I draw your attention to one item of good news in these days of cuts and general unease in the world of education. St Kevin's School, Kirby, of which I am headmaster, was one of the pioneers in the field of comprehensive education and is soon to celebrate its 25 years. In spite of its socio-economic background it has made its mark in many fields including the scholastic – five open scholarships and exhibitions have been gained over the past six years.

The item in question is one of long-service. It was realized recently that many members of the common room had been at the school well over 20 years. To note this a commemorative tie was devised and presented to all members of the common room (nine), caretaker (one), governors (two), PTA (one) who had served the school more than 20 years each. Is this a record, particularly the nine members of staff?

R. J. MASTERS,
St Kevin's School,
Roughwood Drive,
Kirby,
Liverpool.

## Absurd anomaly

Sir, – Barry Taylor's description of how Somerset's education authority intends to participate in providing for their total 16 to 19 age group is firm. We have all got to move in that direction. But he failed to mention the absurdity that those on MSC schemes will receive an allowance and the others won't. If, as he says "you can't see the join" between e.a. courses and MSC ones, which is excellent, the difference will be very clear for those on the receiving or not receiving end.

Why is it that there is generous government money for the MSC but not for education? Has the education service lost the confidence of the government for ever?

ELIZABETH M. OADBY,
Wandsworth School,
Sutherland Grove,
Southfields,
London SW18.

## Measuring failure

Sir, I am writing an article on metrication, and would very much like to hear from any primary school teachers who have a special interest in measurement, to support or refute the contention that metrication has contributed to a decline in arithmetical versatility.

ADAM STOUT,
50 Winchester St,
London, SW1.

## Biological function

Sir, – Like Mr Applin, (Talkback, *TES*, March 19), I do not warm to the current 16+ criteria for biology, but I would not welcome a move in the direction he suggests. I am surprised, in fact, that he was able to discern anything as biologically meaningful as a mammal and a flowering plant, fragmented as they are under academic and abstract headings such as sensitivity and coordination.

My fear is that we will end up, once again, with a pattern of biology which pleases the academic biologist rather than with a programme that might conceivably be of some use to the majority of the students after they have left school and 16-plus behind. (Is useful or relevant, I hasten to add, a dirty word in academic vocational.)

I would like to see them retain those aspects of biology which I am likely to encounter later in life.

Few students will become enthusiastic naturalists but they will directly or indirectly be concerned with their own physiology and aspects of personal and public health, diet, food production and agriculture, conservation of habitats and species, pollution and biotechnology. If they study these topics at school, it is just possible that they will recall some of them to help make rational decisions about them if ever they need to do so. I see no reason to deny the anthropocentric curriculum. Man may not be the most dangerous animal, but he is certainly the most dangerous.

Above all, I want a biology syllabus which tries to develop critical, sceptical, questioning people who demand, where relevant, evidence for the manifold assertions thrust upon them throughout life. Individuals who will have acquired the habit of critically examining their own assumptions, be prepared to change their opinions and resist the temptation to settle into a calcified mental inertia. One does not need a subject oriented framework to try and achieve this, but biology is a very appropriate medium for imparting these attitudes.

An approach such as this, linked to a background of applied rather than academic biology, might appeal to the students even if it does not delight their teachers. We are here to serve, not to indulge our own predilections.

D. G. MACKEAN,
3 Fern Grove,
Welwyn Garden City,
Herts.



# Revealing the mystery of numbers

Sir, – I've read it – I just can't believe it – I thought the last of the flat earthers had passed on long ago. I refer to the subtraction article, "Is there a best method?", (*The TES*, March 26). A fair summary of Dr Michael Savage's article would be, "Let children learn a technique first with the hope that later they will understand what they are doing." I wish that I had a well-meaning chap like Michael Savage to support my cause – "Teach by understanding at all cost" – what a great event that would be!

But to the point; the pedantic quackery of facility first, understanding later, must be stopped before the young people from outer space arrive to see, read and laugh their tin heads off.

Dr Savage struggles valiantly through a tortuous explanation of how subtraction works: I am sure he understands place value but I doubt whether he understands how to negotiate the difficulties in a valid teaching strategy: not knowing and not succeeding I guess the only recourse is "Well, get on with it and we'll soon show you how and why later – much later."

Did the 36 guests at his party understand? Of course not! Much later for them meant, "Never".

The right teaching method, the right teaching skill is hard to come by. Don't bother about Method (1) or Method (2) Dr Savage; please start from the beginning by understanding and revealing the mystery of numbers – children revel in the work that they understand easily: and please ask me for a free sample of a cardboard abacus I use, it is designed with the conventional numerals 1 to 10.

Your students should be given the task of designing such a learning device. Its requirements are:

1. Neatness – it must be of simple design.
2. In operation it should illustrate visually the process of subtraction.
3. It should follow the rule of place value setting.

And as an extra piece of homework for yourself please set out an example of a subtraction in base nine, showing your working out figures . . . .

Will 10 in the units column still hold good: or is "10 in the units column" a nonsense anyway?

The chance to teach a sense of place value, along with a mathematical operation, should not be missed.

PETER TAYLOR,
Head teacher,
St Saviours School,
Talke,
Stoke-on-Trent.

Sir, – In his article, "Is there a best method", Dr Michael Savage seems to have overlooked some vital and fundamental principles for the teacher of mathematics, as well as putting forward several misconceptions.

When considering decomposition he states " . . . since 2 take away 9 cannot be done . . ." Many six-year-olds, having been taught properly, and having had experience of a positive and negative number line, would tell him that 2 take 9 is simply minus 7. Two seven-year-old children in a class of mine, having had experience of positive and negative numbers, discovered a "method" of subtraction not even considered by Dr Savage.

Given: 72
−39
they produced: 70+2
30+9
40−7 40−7=33.

I have since found this to be an extremely well understood method of subtraction for children of a wide ability range.

Mr Savage gives an example of 32–19 as being acceptable for the method of decomposition. I sincerely hope that we are aiming to teach mathematics in such a way that the child faced with such a problem would have the facility to simply count up from 19 to 32. But own up. How many readers have put 21–19 on a work card, work sheet or blackboard. Do you really want them to decompose it?

It has become increasingly apparant to me over the years that too much emphasis on manipulation and too little on looking and thinking has led to the lack of understanding of mathematics that prevails and has always prevailed. I gasped in horror to see 10,002–5. as being seen as a problem for decomposition. For such a calculation to be necessary surely the child will have reached a level of understanding whereby he will simply subtract 3 from 10,000 mentally. No other "method" could ever be acceptable.

Surely at a time when the calculator is available for lofty manipulations it is vital that questions like "Is there a best method" be replaced by a search for the achievement of understanding, and ideas like teach them a method now and let them understand later (if ever) should be discarded for ever more.

MARY GADSBY,
Deputy head teacher,
Cadishead Junior School,
Irlam,
Manchester

Sir, – The choice of which method is best for teaching children how to subtract ("Is there a best method", by Dr Michael Savage,) becomes simple when considered in the wider context of teaching children any skill.

It is my job as a teacher to help children make sense of the world around them. To encourage them to search for meaning in what they read and in what they see and hear. Many children are so confused and lacking in confidence that they have *no expectation* of being able to understand. I would suggest this is largely the fault of the adults who surround them and who from their earliest days have taught them tricks, an example of which is "borrow" and "pay back".

I have gained enormous pleasure from seeing the light of real comprehension in the eyes of a child who for the first time has realized that subtraction makes sense. The method known as "decomposition" is totally logical and can be taught practically. The example mentioned as being a problem is not at all difficult for the child who really understands about place value, and that ten is 9 + 1, a hundred is 99 + 1, a thousand is 999 + 1 etc. It is a small step to then think of 10002 − 5 as

9999−
5
9994+
3 (the 3 removed at the beginning is now returned)
9997

JOAN ROWLAND,
Head teacher,
Rawreth C of E Primary School,
Church Road,
Rawreth,
Wickford,
Essex.

Sir, – Dr Michael Savage (*The TES*, March 26) compares the various methods of subtraction. Decomposition is the method that arises most naturally from the decimal notation, and so it seems likely that this was the first method to be in common use. This raises the question of why and how the other method, equal addition (or borrow and pay back) came to be developed and widely used.

It is likely that various people saw the possibility of doing subtraction by equal addition and appreciated the advantages it had over decomposition. However, if it was the case that decomposition was already established as the common method, then it is difficult to see how the use of equal addition spread until it became the more popular method. The answer appears to be that either the two methods were, in fact, discovered at about the same time and so spread simultaneously, or equal addition was felt to be the better method of the two, presumably because the easier use was thought to outweigh the harder understanding.

KEITH AUSTIN,
Department of Pure Mathematics,
University of Sheffield.

## Suspect tests

Sir, – Your headline of March 26, "Classroom failure to spot gifted" promised more than the article delivers. In fact, what appears to have been observed is a lack of *correlation* between those pupils believed to be gifted by the teachers and those by the testers. Since the teachers are said to favour "pupils (who) like maths and science" I suspect that, once again, the tests have been compiled by persons who are mathematically illiterate.

P. J. GARRATT,
Radlett,
Herts.

## Careers advice

Sir, – Mark Jackson's article on "The Careers Service 1980–81" Report in "School to work" (*TES*, March 26) highlights some very important issues for careers and guidance teachers. Not least of these is the interrelationship between careers officers and careers teachers and their work.

The Careers Service has always encouraged the view that its training courses particularly qualify careers officers for the task of vocational counselling, whilst the majority of careers teachers are not trained as counsellors but as teachers. Yet, as the Careers Service Report states, many services are cutting back, in some cases quite severely, on the time allocated to interviewing pupils and students in schools and colleges.

On the other hand, few Principal Careers Officers are qualified as teachers, let alone teacher trainers. Yet many of these hard pressed PCOs and their staff are taking on the role of advising, selecting and training careers teachers. Careers and guidance teachers should perhaps be grateful for any structured attempt to provide training in a severely neglected area, but they tend to resent being told their business by careers service staff who may be neither trained nor experienced in classroom techniques and other aspects of school or college work.

A few l.e.a.s have appointed qualified teachers as specialist advisers for careers education and guidance, and this is a policy my association would actively encourage. Whether or not such appointments are made, it is vital that local authorities should closely monitor the appropriateness of PCO decisions affecting careers education and guidance in the schools and colleges. The criterion should always be the best interests of our young people, and these can only be served by careers officers and careers teachers working together whilst making the best possible use of their separate training and areas of expertise.

ALAN VINCENT,
General Secretary,
National Association of Careers and Guidance Teachers,
Banbury, Oxon.

## Positive signs

Sir, – The item "Where Sign Language Falls Down" by Diane Spencer, (*TES*, March 19), unfortunately seems to have been written with emphasis on a negative attitude towards sign language. In fact, the NCSB booklet "Signs, Symbols and Schools" upholds what many involved in the education of deaf children have come to believe, namely, that oral and aural methods are only appropriate for some deaf children. Concerned parents are entitled to believe their child is in the wrong school if only oral and aural methods are used in his education, when the child could obviously benefit from sign language used in conjunction with oral and aural methods.

Incidentally, I understand that the headline "Where Sign Language Falls Down" makes for a snappy bit of sub-editing but I must object to the erroneous impression of sign language that it conveys to the casual reader. Particularly as the booklet "Signs, Symbols and Schools" finds that the use of sign language is beneficial to deaf children.

SUSANNE TURFUS,
The British Deaf Association,
Carlisle.

## Imaginary fault

Sir, – I would beg to differ with Philip Venning's comments relating to *Imagined Worlds*, BBC2 (*TES* March 19). He stated that "Served up in this random way they are quite wasted. New television channels may provide a slot for programmes aimed solely at scientists and students. BBC2 is not that place."

The intellectual clout of Imagined Worlds is, at times, beyond my arts-based education, but what a refreshing series this is. It offers viewers, such as myself, an intellectual challenge all too often lacking in many of today's television programmes.

To watch a presentation of such stimulating material in an unadulterated fashion is at least fascinating and at best enlightening.

I should therefore like to propose that BBC2 IS that place.

PETER R. TAYLOR,
49, Pickwick Road,
Poynton, Cheshire.

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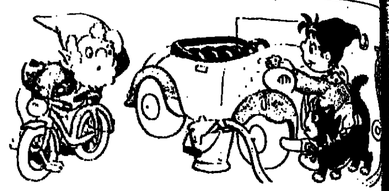
# Talkback

## Noddy in the Space Age



**Elaine Hincks-Edwards**

Reading the Noddy books second time round with my four-year-old, I was surprised to discover their content more anodyne than I'd expected. During the 1970s I had participated actively in the "Ban the Blyton" campaign waged by any trendy teacher worth his salt. This caused me to reflect on two things.

First, how dim an adult's perception of the literary needs of children can be, particularly when he does not witness at first hand, as a parent, a child's intellectual development. We don't have to be super-interested parents to recognize the major stages of this development. Just being ordinary parents gives us the edge on the education pundits who point us arbitrarily down selected paths.

Secondly, we are – and always have been – the slaves of literary fashion. Most young teachers and those involved in education during the "Blyton backlash" era were party to the denouncement of her as a purveyor of irrelevant platitudes. Not only that, but her characters were totally unreal, their activities even more so, and the values they represented narrow and over-simplified.

The trouble with the present wave of favoured children's books is the obsession their authors seem to have with not talking down to their readers. The purist "no message" genre of story, which the education world has now pronounced socially right for our youngsters, is being refined to a point which renders some of them banal. But the books sell. Why? What hooks us, as parents and teachers?

These books are nearly all beautifully illustrated; the pictures in them make the illustrations in Noddy and the older, less sophisticated bedtime story books look very amateurish. The pictures are, of course, important: all very young children love a clear colourful representation of their favourite story and characters. After all, the pictures start them off asking the questions; only later are they able to construct mental images of their own, with the text as prompt.

However, the illustrations are not the essence of the book: they are its supporting material. The trouble is that the sheer professionalism and originality of their presentation often blinds us to the sparseness of the accompaniment. Either that, or we positively approve of the one-theme, two-character type of text.

The average middle-class parent would on the whole far prefer its young child to go for one of the plethora of these supposedly "straight" stories than to show signs of an interest in prissy little Noddy and the avuncular Big Ears. The characters themselves are out of fashion, as well as the moral code they stand for.

But how much closer to a child's reality is Noddy's intense humiliation on his first day at school than the one-dimensional relationships or events (one can hardly call them stories) so often the mainstay of latter-day children's fiction. The prose may be melodic and charming, but, in an endeavour not to have blacks and whites, the authors give us greys, and consequently no story or plot worth talking of at all.

There are many people in the education world who would argue that the non-existent plot, simplicity of style and high quality illustrative support are what the present and next generations of children need, if we are to educate them to think for themselves; that they'll learn to quicker and better with books ethereal figures portrayed in of half-light; that the full frontups of post war fiction are ashamedly cardboard to merit consideration.

The main argument seems that the older genre of writing nothing to children's imagin and that we are all supposed in the business of getting them ponder about their world an people in it. By that is meant imagine, not that they slope corners and stroke their chin sively, but that they ask "intelligent" questions.

In essence, the direction ter-day thinking on this subject taken is the same as on type schools, methods of teaching child-rearing in its earliest stages are bombarded with the rightness Montessori, the advantages of plan classrooms and free play wonderful new experience of childbirth and demand feeding ultra-fashionable bandwagon writers, educationalists, illustrators psychologists and even paediatricians have jumped a

If parents were more tuned setting trends I believe the "but beautiful" approach along the tendentiousness it reflects have died the death long ago need another batch of good tellers for the under-sevens, ing not an antidote to Noddy chubby Atwell faces, so much space-age replacement of these.

*Elaine Hincks-Edwards is a teacher in Britain and France.*

## Neglect and ham-fistedness

**Terry Brown**

Non-award bearing in-service education and training for teachers (NAB-INSET, if you must) has developed over the years. It is now a partnership between teachers, advisers, inspectors, lecturers, teachers' centre wardens and others.

It is no longer a question of courses and lectures put on by providers for teachers, but initiatives may be taken by any of the participants and the varied contributions of the different partners are recognized. At one end of the spectrum, NAB-INSET shades into research, helped recently by the encouraging approaches of the Schools Council's programmes of work.

For years, most universities have been playing a full and active role in this partnership and their contribution has been estimated in statistics collected through the Continuing Education Record or in other ways. Large though the contribution is when counted in formal terms, it is still an under-estimate of the actual contribution, which includes informal occasional help or work done under the aegis of other agencies often at no cost to the recipients.

It is the whole of this contribution which is now under threat, not through deliberate action, but caused by years of neglect by the Department of Education and Science, and helped along by ham-fistedness. In *The Times Higher Education Supplement* of February 26, Patricia Santinelli wrote accurately, in meaning if not in syntax, "The right hand of the DES has absolutely no idea who the left fist is punching".

In the old days of the Area Training Organizations, participating universities took on the responsibility of providing INSET at all levels for their areas, and were funded for this purpose. When the ATOs withered away, a process started in the mid-1970s, a vacuum developed in each area, which was filled by ad hoc arrangements as far as organization and coordination was concerned. In most cases the universities, like other providers, continued to work in the in-service field but the direct ATO funding ceased.

The DES was clearly in no hurry to regulate the position, though it was relying on the goodwill and the wealth of the universities to continue much of the work which, under the ATO system, had been paid for directly. That was all right so long as the universities were well funded and no one asked awkward questions.

Everyone knows what is happening now. The universities are under great financial pressures, and all work is under scrutiny. It is not difficult to forecast what may happen to any work done by universities which can bring in very little money in fees, and which is effectively a relic, in organizational terms, from a previous era, when it used to be funded directly but is no longer.

Universities are funded through the University Grants Committee. We might hope that if such work is considered to be important and worth protecting, then it will be taken into account in the UGC grants to each university. Certainly, a recent footnote in a DES paper about continuing education suggested be generally self-financing. "Exceptions may be courses directed to meeting the needs of the maintained educational system itself".

If such work is to be financed, the UGC needs to know how much each university is doing. So, how does it do it? Or estimate how much of such work – admittedly difficult to quantify – is going on? It bases its estimate, and thus their grants, on returns from universities, without ever attempting to provide guidance as to what should be included in the returns.

How is this converted into money? A notional sum (doubled for vocational courses) is multiplied by the numbers so individualistically returned by each university. The resultant amount is included in the grant, but how much is kept a secret from each university.

At this stage the UGC abdicates responsibility for the money. Yet without anyone making a positive decision or giving direction, or encouragement for universities to continue in the NAB-INSET partnership, is reduced to a pious hope. The university INSET commitment is left to compete for scarce resources with no chance of winning if the judgment is based on hard economic grounds.

In such ways is national planning divorced from the desired outcomes. Time is getting short. If the DES wishes to preserve, for along enough age, institutional – not just personal – involvement in INSET at all levels, a policy needs to be worked out which matches that aim.

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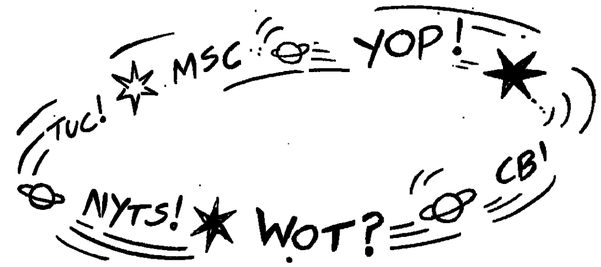
# TRAINING IS NOT ENOUGH




**Colin Ball** takes a critical look at the New Youth Training Scheme

Only four years after the establishment of the last "new deal" for our young unemployed – the Youth Opportunities Programme – another is now in the offing, the Youth Training Scheme. If we add the prefix 'new' to it, we have a reasonably expressive and appropriate acronym: NYTS.

The NYTS, so we are told, will fully replace YOP by September 1983, and, we are also told, will begin to be established as early as September. Once in place, no school leaver need ever be unemployed, and lots of other young people will benefit, too. The cost of NYTS will be £1,000 millions per year, compared to current annual expenditure on YOP of £370 millions.

Given that NYTS has the distinction of having been outlined in two government publications issued in December 1981, and indeed described in some detail in one of them, it may appear curious to use forms of words which imply that what we are told, in these publications and elsewhere (such as the School to Work columns of *The TES*), may not necessarily be what we and the young unemployed may actually behold in the near future. But a degree of cautiousness is appropriate: is a "new deal" for the young unemployed really in the offing?

Presently the in-talk about the transition from YOP to NYTS tends to concentrate on the extraordinary goings on which have been occurring since December 15, 1981. That was the date on which both the publications referred to above were released. One came from Norman Tebbit (*A New Training Initiative: A Programme for Action*) as a Government White Paper. The other came from the Manpower Services Commission (*A New Training Initiative; An Agenda for Action*).

The White Paper caused consternation among the MSC and its supporters for two reasons. First, it concentrated largely on the NYTS aspect of the New Training Initiative, which has overall objectives amounting to a thorough and fairly radical reform of training as a *whole*, for all ages. Secondly, it set out in clear and unequivocal terms the fine print details of how the Secretary of State feels that the NYTS should operate.

The MSC document proceeded more broadly and more cautiously (or to be more precise, vaguely), leaving the details of the new training arrangements for the nation's young unemployed to be worked out by a "high level task group", to report by April 1982. Having preempted much of this with his fine print, Norman Tebbit suggested, in his White Paper, that this group should confine its attentions "to ways of developing the YTS to cover employed as well as unemployed young people". One only has to look at the deliberations and working papers of the group to see that they are taking no notice at all of either his narrow terms of reference, or of his existing fine print.

Here we have all the makings of a confrontation, with the possibility that not only the "new deal" will get trampled underfoot as Geoffrey Holland's MSC Task Group irregulars confront Norman Tebbit's hit-squads, but so might the MSC as a whole. Already their chairman has been swept away, and divisions have opened up within their ranks.

Len Murray of the TUC claimed that the fine print showed that the "new deal" was already "contaminated with mean-minded prejudice", while Sir Terence Becket of the CBI felt that the White Paper was "a major step forward in the training of all school leavers". Yet without a rebirth of the CBI/TUC consensus which was so vital to the establishment of YOP, and which managed to sustain it as YOP grew and grew in the face of rapidly escalating youth unemployment, then there would be no "new deal".

But suppose that the consensus does re-emerge, with Norman Tebbit climbing down and taking back his silly fine-print about £15 a week allowances for the trainees, and loss of benefit entitlement for school leavers. Will there *then* be a "new deal"?

I think it is extremely unlikely, principally because all that we are told – no matter what the source, however clear or vague, no matter what the result of the in-fighting and manoeuvring we are witnessing – is muddle-headed, inherently repressive, an affront to the dignity of youth, and the capabilities and aspirations of young people. All of it fatally confuses virtue (oh! how we care for you, our nation's youth) with necessity (we must get these kids out of the unemployment statistics).

Writing in these columns at the end of the International Year of the Child ("Year of the cast-outs?", November 16, 1979), John Holt, who knows far more about youth than Geoffrey Holland or Norman Tebbit, produced a paragraph as perceptive as any I have read. He wrote: "For most of human history, and in most cultures, children grew up in the midst of the adult world, seeing every part of it, *and playing a useful role in it as fast as their growing strength and competence would allow.*" (My italics.) He pointed out that this was no longer true in many parts of the world, and concluded: "Children are shut out of adult life, forbidden to play any useful part in adult society."

Anyone who has worked with young people in the Third World recognizes the validity of the point he is making. Those who have not might recognize the point made by another author, writing only last year: "It is clear that the exuberance of youth requires in Brixton (and other similar inner city areas) imaginative and socially acceptable opportunities for release if it is not to become frustrated or diverted to criminal ends. It is equally clear that such opportunities do not at present exist for young people in Brixton to the extent that they ought, particularly given the enforced idleness of many youths through unemployment."

The author, Lord Scarman, was addressing himself to one particular result of what John Holt observed as our tendency to exclude youth from the social and economic mainstream. Although it is a tendency felt most keenly by young blacks, as Lord Scarman observed elsewhere in his report on the disorders in Brixton, "many of these difficulties face white as well as black youngsters".

I have little doubt that these particular results will continue, so long as we remain blind and deaf to the exuberance, growing strength and competence of the young. Other consequences, ranging from youthful suicides, evidently mindless Saturday afternoon violence, troop-straining, and the attraction of fascist and racist extremism, will no doubt also continue. All offer escape: all but the first offer risks, rewards, roles and exciting realities as a substitute for those the adult world takes largely for granted and selfishly guards for itself.

If this is a minority problem, is the majority one less daunting? – that of helpless, aimless, quiescent youth, well schooled and prepared for the fate of ever lengthier childhood, resigned to uselessness and continued dependence on adults. Take your pick.

So, in this context, what of NYTS and the "new deal"? Even if we were to ignore such a context and judge it in isolation, there is nothing new about it. YOP kidded people into thinking that if the young had a little more experience of work, then things would work out all right for them. The story of YOP was rather like a combination of *Pygmalion* and Hans Andersen's *Emperor's New Clothes*. But the modern-day Eliza Doolittles found that even when YOP had taught them to talk proper, the job interviews were just as hard to come by. So they realized that the all-caring Emperor YOP was, in reality, naked. It promised all and delivered little.

All that NYTS will do is to turn the six-months-work-experience and life-and-social-skills of YOP into what the White Paper calls "a full year's foundation training", and what the MSC document describes as "good quality basic training as a foundation for work". In other words, NYTS will keep them out of the adult world for a while longer, promising that, once "trained", things will work out all right for them.

True, there is this promise of "quality" training. The word "quality" has figured in the MSC rhetoric about YOP for a long time. But it exists in practice only among those staff and sponsors who have achieved it in spite of the YOP regulations, rather than because of them; so the word has a hollow ring about it. Yet even if it were to turn out to be true, just where are all those trained going to be absorbed?

The "new deal" is fundamentally flawed on a number of counts. It turns the good idea that training ought to be available to all who want it, throughout life, into the bad one that it is what is deemed to be the *only* acceptable activity for all our young unemployed. This is muddle-headed, dishonest, and narrow-minded. It effectively excludes the young from the midst of the real adult world for yet another year. That is blind and foolhardy. It means that the reality of NYTS is but a thinly disguised raising of the school leaving age.

The challenge that faces all of us – not just the MSC high level task group, but companies, trade unions, local education authorities and youth organizations – is to find a consensus which is not narrowly based on "training" alone being the latest good thing for youth. The consensus must be rooted in the recognition that the diverse energies and aspirations of our young people need and demand much more varied responses: responses that offer the risks, rewards, roles and realities that they so evidently need and seek.

Inevitably that means making room for the young and not excluding them, offering them choices, not deciding for them. If we do not, all that we are offering is not a new deal, but the old coin trick: heads we win, tails they lose.

*Colin Ball is co-director of the Centre for Employment Initiatives.*

# 'We haven't got time to grow old'

The idea of a 'University of the Third Age', which is just beginning to get off the ground in Britain, is by now well-established in France. **Anne Corbett** reports on progress so far

The black hair is scarcely flecked with grey. The pin-striped suit is in fashion. As he takes the microphone in the university amphitheatre, Maurice Souquières exudes authority, he seems a man at the height of his powers.

But, in conventional terms, he is "past it". He is retired. He says later, his face tightening at the memory: "All the blows came at the same time." He had been running a children's convalescent home, lording it over a Normandy chateau for 30 years. He was also mayor of the village.

Then came compulsory retirement. No longer the director, not even the mayor. "They didn't want a pensioner, did they?" It did not help that two sons got married and left the area at about the same time. But now, thanks to the *Université du Troisième Age de Basse Normandie* – U3A to the acronym-obsessed French – he has found an activity which stretches him. He is deputizing for the U3A students' association secretary, who is away ill.

Throughout a day spent in Caen I met many people who are being "stretched" or have been "saved." A former chemist is delighted "to be catching up on culture". A sprightly man of 78, who sees himself as "good for another 10 years of autodidactic progress," is absorbed in the history of Germany. A contemporary, her white hair in a chignon, talks of her part in a university research project on changing language, charting differences in vocabulary between the young and the old.

A glamorous lady with a little dog, "shipwrecked" by the sudden death of her husband just as he retired, did the U3A's voluntary secretarial work for a year. "That got me back on my feet," she says as she sweeps off to a choir practice, a big kiss for a U3A student who has just come out of hospital, a word for friends she has not seen recently. She looks nearer 40 than 70.

The euphoria is extraordinarily pervasive. U3A students who run the office describe the institution's growth: 345 students in 1974, 1,700 today. Almost half come to the university campus at Caen. The rest, an example of what decentralization can mean in practice, go to outposts *(antennes)* in four of the major towns and in one rural area.

There are lectures (daily at Caen), language courses and research projects sometimes in conjunction with young students.

They quote work for a glossary of Norman *patois*, oral history, the impact of technological change. There are outings, sports ("so important at our age") and "oxygénation" which I discover means taking walks. There are arts courses, a choir and a flourishing exchange scheme with retired people in Devon. They quote a saying of the obviously charismatic, absent secretary, Vincent Druet: "We haven't got time to grow old."

There are more than 60 U3As in France: that is to say, university-linked institutions catering primarily for the retired. Some call themselves *Universités du Temps Libre* or "Inter-Ages", or *pour tous*. There is even a *Université Ouverte*. They have about 100,000 students, and have all developed in the past seven or eight years.

It has been a spontaneous movement, according to Pierre Brasseul, secretary of the club for retired teachers in the Paris region (MEEN) which pioneered university courses for the retired in conjunction with the University of Paris X-Nanterre, and now, secretary of the recently-created coordinating committee for U3As (FUFUTA: *l'Union Française des Universités du 3e Age*).

"For once the French government had nothing to do with it." Indeed, he says, Giscard d'Estaing's minister for the universities was hostile, saying that U3As were "places for making primary school-style paper cut-outs".

The concept took off in 1973 with Pierre Vellas of the University of Toulouse. An advocate of countering aging by continued intellectual effort, he put on a summer course for the retired. Those present were so enthusiastic that they demanded something permanent. Since then the idea has spread throughout France. But the precise form has been "pragmatic," a product of local circumstances (and, countering another *idée reçue*, Brasseul says the English were a help with the theory: the names Brian Groombridge and Sidney Jones turn up frequently in the relevant French bibliographies).

There are, broadly speaking, two models: one which the university organizes; the other where students have the guiding hand. I did not meet anyone enthusiastic about letting the university run U3As, at any rate through departments of *éducation permanente* or *formation continue*. It led to the retired people's interests "being subordinated to those wanting retraining for jobs." In one case, it was suggested, they viewed the U3A students as a commercial concern, making them pay far higher fees.

But at the U3A de Basse Normandie, though the director of *formation continue* chairs the governing council as of right, and university teachers who have the curricular oversight of each *antenne* are represented, U3A students are in the majority: and in the day-to-day running they are the people in charge.

As the association's treasurer describes it, the university has a servicing role: it provides accommodation, pays the university teachers who work with the U3A, and provides the student's card which gives access to the library and (clerly less appreciated – M Souquières shudders at the noise) the student restaurants and bars.

The students' association finds out what students want, which university teachers will cooperate and organizes the programme of activities.

This, over the past year, has meant almost daily attendance at Caen for three people – the treasurer, administrative secretary and a clerical secretary. Though they pay over to the university the 90 francs (about £9) of each student's annual subscription, they are left managing a budget of about £40,000 which they have raised from pension funds, local charities and the municipalities concerned. They insist that the work has built up "very gradually," and that their work is, "naturally", voluntary.

Does all this have to happen at a university? My question is obviously naïve; "We think we should have the title of a proper university department, a unit for teaching and research," the white haired lady says firmly. Others maintain that their professors find them much nicer to teach than young students. "We participate much more. They are all so passive."

One of their teachers of English, herself a victim of premature retirement, confirms that the work can be of high quality, as well as pleasantly varied. Twelve of her more confident students have joined young students in the diploma courses. Others have more personal goals, like being able to read and enjoy *The Times*. One group translated American Indian stories from English to French for use in the local library. Another got up a performance of *Under Milk Wood*, Welsh accents and all, to welcome their English exchange visitors.

But it is clear that coming to the university has also a special social cachet. The U3A students I met would not have dreamt of going to the municipally-run clubs for the elderly ("What, to go and play dominoes?"). Some of them preferred to drive 40 or more miles to Caen than go to their nearest U3A outpost. There was talk of combining the lecture routine with visits to the hairdresser and the best restaurant in town.

It might all have been very different at the rural outpost of Basse Normandie which draws on an agricultural community. But the Caen experience ties up with the findings of the studies carried out on French U3As by Maximilienne Gautrat of the University of Paris X-Nanterre, that though the aim is to be open to all, U3As tend in practice to be educationally elitist, and limited to those with at least the *Baccalauréat*.

They also tend to perpetuate a segregation by age: in a group of older people attitudes to teaching and learning are different. Though not hostile like Giscard's minister for the universities, she thinks that there are nevertheless similarities with the primary school: for example, the students tend to be emotionally dependent on their teachers. "It explains the U3As' extraordinary charm," says Gautrat.

The segregation by age and the elitist social character of the U3As arouse considerable controversy in France. A highly-respected figure in the U3A movement, Professor Michael Philibert, followed on Vellas's first experiment at Toulouse with a manifesto in 1975 for an "inter-age" university centre at Grenoble where he teaches philosophy: "A university limited to the Third-Age can only reinforce the unhealthy segregation between pensioners and the active population and the young." He was speaking with a lifetime's experience of the study of the relationship between age groups. And what happened? "The moment they got their association, the students insisted on U3A title." He is phlegmatic: "The were in the majority."

However, there are now factors for The new government has views. It at U3As in the context of other *éducation permanente* in the voluntar sector. "We, after all, do not wan favour those who are already favou told at the *Secrétariat d'Etat chargé nes Agées*, the section of the ministr affairs concerned with the old. "W see the working class attracted to of continued educational provision. to see developments in non-univer and we are against segregation social class."

But the government is also very favour of people taking initiatives rat waiting for the state to provide, and ports the idea that they should run their show. In these respects U3As are "ex plary". At present it is finding out what U3As do (the Ministry of Education mounted an enquiry) and it is working formulae which would enable public fun be diverted to support all forms of *éduc permanante* in the voluntary sector (as ised in François Mitterrand's electio puign). "But there will not be a single

What is this likely to mean in Anne-Marie Guillemard, of the Univ Paris VII, a sociologist whose resear policies for the elderly, has an analysis seems to go to the heart of the ma sees U3As as an outcrop of French ment policies developing at the be the 1970s to enable the elderly to play a role in the community: policies on community care as opposed tionization.

These policies were a response phenomenon: the fact that genera at retirement were, for the first time physically and mentally fit, unlike exhausted by a lifetime's labour. Bu and other structures which develop appeal to the middle classes. This need – and enabled the middle class their distance from the masses.

However, as she also points out, sence of the long-term unemployed ernment policies to encourage early (60 as the norm, with incentives to 55) change the picture once again. well placed to provide an institutional And this development comes just as versities themselves are being accorded autonomy to go out and search for new tomers. There is every reason to suppose U3As could take a wider age-range, if not different social class.

Back at l'UFUTA they are enthusiastic about turning the U3As into *Universités du Temps Libre*, or as the ministry puts it "rationated time", provided that the students have a determining role.

It would be ironic if the British got fixed on a vision of Universities of the Third Age just as the French are thinking it is time to evolve

# THINK BEFORE YOU WRITE

'It's as if they don't want the material to be read or understood.' **Sarah Jane Evans** takes a critical look at the book proposals submitted by teachers

There is something marvellous about contemplating becoming a published author. First, you're one up on unpublished writers, though they can beat you on the "starving author/support me I refuse to compromise to publishers" ploy. Second, it might work wonders in the staffroom if you're losing the fight for an extra scale point. Third, there's the faint chance that you might earn a reasonable income.

Let's though take a sober look at the business from the publisher's viewpoint – in particular, the publisher of books by and for teachers, academics and educationists. Any publishers who declare an intention to publish in education and the social sciences have a genuine commitment to producing the right materials for their chosen sector of the market.

The publisher's editor will welcome unsolicited submissions and will be prepared to take on writing that may need to be polished. The editor looks for good ideas, a feel for the subject, a sense that the book's proposals have been tried and passed the test.

A good impression is essential. The proposal has to make a impact when the letter is opened – to lure the editor into setting aside quiet time to read it. What constantly surprises is the lack of attention so many authors in schools give to selling themselves. They may be excellent at explaining to others how to fill in a good application form, or how to present ideas directly and clearly.

Yet when it comes to their own work, they can't perform the same exercise. It's as if they don't want the material to be read or understood. The editor's instinct is to save these authors the embarrassment of publication, the full implications of which they haven't considered.

We have all complained enough about "bad" education books that "should never have been published" to have a good idea of how to do it better ourselves. One of the keys to effective communication of information is placing it in context for the reader. If you're writing an information book – however widely defined – then you do need to write it in terms that will be intelligible to your chosen audience.

But take the example of "Burstonfield" School. The head is proud of the school's achievement and wishes to record it for posterity. One of the deputy heads takes on the task of creating the book. With a certain amount of cajoling he gets each department to agree to write a chapter about their contribution to the achievement and he sends off a contents list to a likely publisher.

The list does not begin encouragingly: "Introduction: chairman of the governors; Art: Mr James; English: Ms Bains; PE: Miss Haynes; . . . conclusion: the head." It reads more like an entry for a school magazine, and would be of great interest for those who know the school, the context, the teachers and the taught.

Consider, now, the hard-pressed head of curriculum studies in a town at the other end of England. The book has been published and he is enticed by *Burtonfield: A School That Works*. But when he settles down to read it, he is disappointed. The story is re-enacted by a cast of characterless individuals describing their successes with a supporting group of blank-faced pupils and l.e.a. officials.

In fact, I have jumped ahead. What actually happens to the deputy head is that one-third of the staff do not deliver their chapters on time, the publisher loses confidence and packages the book as a £10 hardback, and on publication the book is in few bookshops and fails to achieve a single press mention. The only hope is that one of the staff who is critical denounces the book out of hand in – say – a letter to *The TES*. Then the book's existance is acknowledged, and a controversy might sell a few copies.

Writing a book about your school is a well-established tradition. Indeed, one might almost claim that it has been done to death, but there are – and will be, I hope – honourable exceptions. Publishers are hardened creatures. They know that your originality is shared by eight others that month. Management books have been hitting education publishers in a big way, along with pastoral care. These submissions follow the same style and structure as their well-known predecessors. It's rare to find a book that has anything more to add to the literature, if it follows these constraints.

A substantial proportion of all submissions are MA and PhD theses. They have an initial edge over the competition because they are beautifully typed and presented. (The advantage is sometimes lost when they arrive as two substantial boxes of typescript. The editor waits – in vain – for a long peaceful stretch in which to tackle the reading.)

The work is typically a piece of classroom research which comes with the promise of praise from the supervisor. This individual responds to the editor's inquiry in a bland and generous manner, none the less indicating that he has rather too many students to be able to remember them, and that his judgment shouldn't be held as binding.

Education research has been making strenuous efforts to raise the "scientific" quality of its work, perhaps partly as a result of the furore round *1500 Hours*, which taught us all to argue about statistical data. The PhD thesis frequently lays particular emphasis on the analysis of the data. However, the majority of education book buyers are concerned about the research and results, if they can once be briefly convinced that the data have been suitably analysed. *It is on the non-resolution of this conflict that most PhD theses founder at the publishers.*

Some theses have, however, resolved the potential conflict at planning stage. These are the ones that come from the academic supervisors who are publishing entrepreneurs, the good fairies who can keep publishers in thrall. The theses often develop an interesting or important idea, one which will supply the combination of page three news and staffroom discussion which is the stuff of all good sellers.

Race and the education of girls are two obvious examples. The publishing entrepreneur achieved his or her eminence through an ability to pick the coming issue and to write about it intelligibly. Their students frequently deliver their theses four or five years on, in the language appropriate to a thesis. It takes another year or two to rewrite the work for a wider audience, by which time the subject is past.

In describing the mistakes that would-be authors make, I have assumed that the publisher's editor is a paragon. Frequently, the editor will be a specialist in another field – a historian, perhaps. The editor will also be committed to the business of publishing, rather than to the present temporary task in education.

Few will be young enough to have been educated in a comprehensive. They may know ILEA but not ORACLE. (If you do meet an editor who does know about the subject, make quite sure you don't lose contact.)

Still, they will know about the books their companies sell best, and how to increase the income. So, if you are turned down, consider the advice you're given. It may be an inexperienced editor ignoring pure gold.

Let's bring back independent thought, imagination and self-confidence to the teaching profession's writers – all those things we thought teachers were already, but have clearly renounced. Don't leave all the education books to be written by educationists who don't often visit schools. Let's make a plea for writers to have sufficient courage to abandon their sixteen democratically chosen co-authors. There is a case for the multi-author book, but the good ones are rare. If in doubt, write it yourself.

*Sarah Jane Evans worked until recently for Grant McIntyre. She is now an editorial consultant.*

# Creating a ghetto mentality?

By John Weightman

**British Black English. By David Sutcliffe. Basil Blackwell £14.95. 0 631 12711 9.**

This book is, in the first place, an example of the extreme open-mindedness, or horror of norms, of certain modern English educationists. Based originally on research into the speech of black schoolchildren in Bedford, where Mr Sutcliffe was a teacher some years ago, it is modestly presented "as a series of sketches drawn by an outsider . . . at a time when black people in Britain are daily becoming more aware of their need to assert their cultural independence."

Although he calls himself an outsider, the author seems to identify with this culture as having some very special virtues, because he adds: "It is perhaps pertinent to note that for me and for many black people the term 'black' has primarily a cultural reference (though the racial dimension has had a dramatic effect on the culture). Thus members of the black community can, in my view, be of any colour including white."

I am not quite sure what this means. Is the author saying that a white man can be assimilated into the black community more or less in the same way as – theoretically at least – a non-Jew can become a Jew, provided he accepts the Hebrew religion and submits to circumcision? If so, a white man who became an honorary black (always supposing the blacks accepted him) would be abandoning his majority English culture as being less satisfactory than the minority black culture, and to achieve complete authenticity he would have to relinquish his English speech and express himself in Creole. Such a rejection of his given nationhood in favour of a voluntarily chosen alternative would mark the vital point at which the superficially linguistic and the deeply cultural fuse into one.

In practice, of course, the linguistic and the cultural are always interconnected, but there can be advantages in trying to consider them apart. I am bound to say that Mr Sutcliffe, together with his chief collaborator Mr John Raymond, sounds to me like a good-hearted man whose cultural liberalism has led him to blur the linguistic issue.

All the purely descriptive linguistic part of the book is excellent. Mr Sutcliffe charts and analyses the various types of patois or dialects used in the different black communities in Britain, from the extreme forms of Creole, as they have existed in the Caribbean since the time of the slave trade, to the closer approximations to British English characteristic of second or third generation immigrants. He gives representative texts, written or recorded by black schoolchildren and adults, and comments on them to explain idiomatic speech-rhythms, high and low tones, the ritual use of the "strong" vocabulary and many other features which differentiate black English from Standard British speech.

He gives an outline of black phonetics, systematizes black syntax as far as this is possible given the fluctuation of the forms, and adds a glossary of the more important exotic words and phrases. He includes two chapters by other writers: an acount of Rastafarianism by Neville Moore in a variety of black English, and a discussion of dialect in the classroom by Mr Raymond, who has encouraged his black pupils to write essays and plays in their "home" language.

*It would be sheer, misguided sentimentality to maintain that the vast ocean of Standard English is not, in general, incomparably superior to the cosy backwater of an unwritten local idiom*

All this will be a great help to the general public, as well as enlightening for those teachers, if there are any, who think that black children are inherently inarticulate. But it is one thing to give an objective account of Creole as a valid, oral system of communication which has existed in its own right for several centuries, and quite another to decide what to do about it in English schools.

An initial point, on which both Mr Sutcliffe and Mr Raymond wobble, is whether Creole is a separate language from English or a dialect. Being warmly disposed towards the black community, they would like to think it has the status of a distinct idiom embodying its peculiar culture. Mr Sutcliffe writes: "It is almost certain that Jamaican Creole is a separate or at least a separable language from English, as an abstract system, as a psychological reality to its speakers, and even as an actual spoken variety." If so, it is in the same position as Welsh or Gaelic, or the languages of minority communities, such as the Poles or the Greeks. If it is a dialect of English, it is on the same level as Cockney or Geordie. But in neither case, I should have thought, is it the business of English schools to foster it, or to accept it as a classroom language. Their democratic job is to teach all pupils, irrespective of origin or colour, the standard language which is the means of participation in the national culture.

After studying the linguistic data, I would say that Creole is no further removed from Southern Standard than the Geordie spoken by the largely illiterate, Northumbrian coalmining community of my grandfather's generation, a dialect which must have sounded like a foreign language to anyone from the home counties. Perhaps it still does even in its modern form. Only the other day, in the Newcastle-King's Cross train, I heard a girl call out to her companions: "An yiz cumn?", an unintelligible phrase, I suppose, unless you know that "yiz" is the plural form of the pronoun "yi". But I trust that school has taught this girl, when addressing non-Geordies, to say "Are you coming?" If it hasn't, she will never move easily from her home base, and even there she will not be fit for any literate occupation. In other words, extreme dialect-speakers have to learn Standard English as a second language; in this respect, they labour under an initial disadvantage in comparison with middle-class or lower middle-class children reared in the home counties. However, this is not so much a wicked political circumstance as an accident of linguistic history, that schools were partly invented to rectify.

On this issue of the standard language, Mr Sutcliffe and Mr Raymond seem to me to be dangerously wrong. The former says: ". . . most schools continue to prize Standard English and derogate non-standard dialects. Yet no theoretical support for such a policy can be derived from linguistics". The latter colleague pungingly to "the prestige dialect misleadingly known as SE", and asserts: "all linguists agree that all dialects of English are equally effective, complex and rule-governed". I beg to differ, although I think I can count myself as a sympathetic linguist, and my childhood was divided between two dialects, Geordie and West Northumbrian, to which I remain warmly attached, as any black must be to one or more forms of Creole.

There are many cultural details enshrined in dialects that cannot be reproduced in Standard English, but it would be sheer, misguided sentimentality to maintain that the vast ocean of Standard English is not, in general, incomparably superior to the cosy backwater of an unwritten local idiom. All the great standard languages of the world represent triumphs of cultural generalization over the relative chaos of dialectal forms. It follows that to encourage a black person living in Liverpool or the East End to despise Standard English in favour of Creole-plus-Liverpudlian or Creole-plus-Cockney is to carry liberal-mindedness to the point where, in effect, it turns into its opposite.

The blacks are in a specially difficult situation since, unlike other dialect speakers, they stand out visually, as much as, or even more than, Yiddish-speaking Rabbinical students with ringlets, but their problem is basically the same as that of any other minority living within a majority culture. It is up to them to decide whether they wish to live part wholly within their own community, provided they can make it independently viable, which I imagine must be very difficult. While Standard English-speakers should recognize the validity of black English within its context, it is for their function, especially if they are teachers, to encourage blacks in the creation of a polycultural mentality. This is what, with the best of intentions, Mr Sutcliffe and Mr Richmond may be in danger of doing.

Mr Richmond, in particular, seems to me to misread the implications of a poem written in multiple Black English by one of his pupils:

We nah get justice inna dis ya Babylon
We h'uffee seek ah justice outta Babylon
We must return to Africa our
righteous blessed land.

This little lament could be defined as a modernized Negro Spiritual, in which an imagery tragically inaccessible. Africa represents Paradise beyond the Jordan and England is the Babylon of exile, on a par with the cotton fields of the old American South. If the cult of black English helps to confirm such attitudes, it is hardly a force for the good.

**A Tomb for Boris Davidovich. By Danilo Kiš. Translated by Duska Mikic-Mitchell. Introduction by Joseph Brodsky.**
Penguin Writers from the Other Europe series. General editor Philip Roth. £2.50. 0 14 00 5452 9.

**The Book of Laughter and Forgetting. By Milan Kundera. Translated by Michael Henry Heim.**
Faber £7.95. 0 571 11830 5

# A name means survival

Brian Morton on some new Eastern European writers

In the 1650s, Peter the Great settled incognito in East London to study shipbuilding. Two and a half centuries later, the three great Bolsheviks disguised their bourgeois, Jewish and Georgian origins behind assumed names. Gogol made comedy, and Turgenev irony, out of the Tsarists' bureaucratic compulsion to tamper with names, numbers and identities. Dostoevsky turned ironic comedy into a metaphysical crux and Franz Kafka imported Dostoevsky to "the West" in a form we have learned to use. More recently, for our impressions of what happens to the individual in the totalitarian state we have turned to the Sinophile Malraux (who understands the metaphysics of the State), to Orwell-and-Huxley to Koestler and lately to the dumb children and shadowy presences of Jerzy Kosinski's fiction; to those figures, in other words, who have managed to combine Eastern dogma with Western literary rhetoric.

The story I am about to tell, a story born in doubt and perplexity, has only the misfortune (some call it the fortune) of being true": this, the opening sentence of Yugoslav novelist Danilo Kiš's *A Tomb for Boris Davidovich* strikes a comforting chord in the mind of anyone up to date with recent developments in English (or, rather, American) fiction. The interweaving of history and fantasy, historical and imaginary characters, is something we learnt to handle in the sixties and seventies.

Kiš reccounts the lives of seven characters, lives which touch in accidental and coincidental ways (though not in Dos Passos' synthetic way). The characters range from a sub-Joycean Irish radical, Gould Verschoyle, to the poet who suffers elephantiasis of the scrotum. All the figures are characterized in one or other of these ways: by the bizarre complexity of their national, social, linguistic and ideological nature; or by some physical characteristic so grotesque (shades of Kafka's *Metamorphosis*) that it becomes a normative force in an environment which suppresses any unique or outstanding feature of the usual sort. The characters are almost all ideologues or writers and as "the line" changes or literary needs shift their identities become confused, fragmented, intermixed with real events and historical characters in a way which neither lends credence to the one nor suggests scepticism about the other.

The changes in the characters, subtle linguistic shiftings, suggest the processes and movements of history. Even the fearsome force of repression, changes through time – Okhrana, OGPU, Cheka, NKVD, KGB. We are aware of a real world pressing inwards and Kiš's ground to his style. Linguistically complex to a mind-boggling extent, loosely holding within its borders the bodies of at least five ancient states, rampant nationalism, lyrical idealogies, all held just about in check by the Union of Yugoslav Communists. Gould Verschoyle is perhaps the most potent figure. Suggesting (like Mailer's Sergius O'Shaugnessy) an absurd ethnic mix, he stands for a tragic and humanistic ideology and also for the writer, Joyce, who struggled against nationalism and yet for whom the cultural commissars have reserved their most bitter abuse.

*Milan Kundera*

Penguin and Picador have to be commended for their recent bid to publish Eastern European writers like Kiš, Andrzejewski (whose *Ashes and Diamonds* is better known in film form), Milan Kundera, Bruno Schulz, Skvorecky and Tadeusz Borowski, whose *This Way for the Gas, Ladies and Gentlemen* Western novelist could match for its fusion and fearfully comic images of the Holocaust. The award of a Nobel Prize to Czeslaw Milosz has undoubtedly sparked off interest and it is to be hoped that Penguin's Writers from the Other Europe series will be extended into the British market.

One major figure is the Czech Milan Kundera whose *Farewell Party* and *Laughable Loves* are still only available in American Penguin editions but whose *Book of Laughter and Forgetting* has recently been published by Faber. Kundera is quieter, more objective and more "literary". In this latest work, Cantos Yesenin, Boccaccio and Petrarch are all used arguing with Lermontov alongside a fairly conventional narrative. Kundera is more telling, like Kiš and Skvorecky, to discourse on the meaning of his book – *litost* – in terms which manage to prick their own pomposity. "Litost" is a Czech word with no exact translation in any other language. It designates a feeling of infinite as an open accordion, a feeling that is the synthesis of many others: grief, sympathy, remorse and indefinable longing. The first syllable, which is long and stressed, sounds like the wail of an abandoned dog". We are a long way, here and with Kiš, from contemporary English and American writing. Unquestionably is consciously written into the text because the experiences described are unimaginable to outsiders. For the Eastern writer, rather than the plaudits of the critics, or prizes and chat shows, the honorary class, there are interrogations, imprisonment and the expunging of one's name from the record.

To us, identity is a concept, the legacy of the Romantics. Our names are heirlooms, treasured, ignored, unused. In the totalitarian state, identity *is* survival and a name a means to survival. These books upset our notion of literary character, of narrative growth, and our notion of what it means to be free.



# Improbable, but impressive

**Gordon Bowker at the National Student Drama Festival**

If my calculations are correct, the first National Student Drama Festival was being held at the very time that John Osborne was penning the first act of *Look Back In Anger*, in the spring of 1955. Theatre historians should take note of this strange coincidence, for the Festival has a habit of injecting new talent into our national theatre in the same healthily disturbing spirit as the choleric Mr Osborne did all those years ago. Indeed today's list of NSDF "graduates" reads like a short-list for the theatrical awards of the decade, from Anthony Sher, BBC TV's *History Man*, to Charles Sturridge, director of Granada's *Brideshead Revisited*.

The 1982 Festival, held for the second year at Hull University, (April 1–8), included 19 finalists selected out of 73 entrants from a wide range of universities, colleges, schools and youth theatres, and brought a higher than usual crop of new works by student playwrights. The judges this year were *The Sunday Times* drama critic James Fenton, BBC Radio producer Martin Jenkins, RSC director Bill Alexander and voice coach Linda Maher.

Apart from the set-piece productions there was a rolling programme of workshops (for stage fighting, make-up, clowning and technical know-how), and auditions for the National Student Theatre Company's forthcoming production of *Breaks*, an explosive new play by Mick Clifford which won for him the International Student Playwrighting Award. There was late-night cabaret, comperred by a compulsively humorous likely lad with the distinctly unlikely name of Kjartan Poskitt, and a brilliant young company from Antwerp who managed to electrify and enrage the student critics with, of all things, a performance of Karel Capek's *Insect Play* in Flemish.

The usual post-mortem discussions of major productions seemed much kinder than in previous years, but if the vocal critics were inclined to be gentle, contributors to the Festival's daily review, *Noises Off*, seemed more than ever ready to put in the beastly boot, quite possibly with half an eye to *The Sunday Times* Student Drama Critic Award for which they were all under consideration.

The play which caused most controversy was Manchester Umbrella Theatre Company's production of *The Dog In The Manger* by Lope de Vega. One *Noises Off* hatchet-man called the plot "improbable", said that the company "didn't really know what to make of it", and that "the third act distintegrated before your eyes like Dracula being hit by sunlight." Another wrote it off as just a play about a countess who "had it hot" for a "geezer" whose attraction for her was incomprehensible. A scholarly riposte from Robert Randall of Birmingham University, setting the play in its historical context and dubbing the production "impressive" and "inspired", quite appears to have snatched the poison pennen and awarded him for him that coveted critic's award while the others were still fumbling for their dictionaries.

As a further rebuff to the more vitriolic student critics the judges awarded *The Dog In The Manger* the Best Clussic Production Award and its director, Lawrence Boswell, the Yorkshire TV Award for Outstanding Personal Achievement. The production also brought Best Supporting Actor and Actress prizes for George Usill and Katharine Jones and that for Best Comedy Performance for Sara Thomas.

Manchester Umbrella Theatre Company in *The Dog In The Manger*

The Manchester company were less successful with *Caesar*, a re-jigging of Shakespeare's *Julius Caesar*, with male sexual attitudes in its sights. It proved to be offensive to the public "gays" and moved one critic to call it "the biggest con trick of the Festival" and enough to make the poor old Bard revolve in his grave. Aristophanes' *Lysystrata* from Warwick was similarly mauled, so by and large this year's sex shows had a bad reception, as did Hull's brave attempt to bring Goethe to the unconverted. "Pointless drivel" and "I fell asleep" moaned *Noises Off*. No doubt the Bard of Weimar took a turn or two around *his* resting place at that one.

Cyril Nri of Bristol University was judged Best Actor in Jeremy Brock's prize-winning *Small Beginnings*, and Hull's Eileen Ryan was named Best Actress for a subtle performance in Brian Friel's difficult play, *The Faith Healer*. The Inter-Action Theatre Prize went to St Luke's College Exeter for an exciting satirical piece, *The Sabre-Tooth Curriculum*.

Other winners were John Godber (Outstanding Production), Douglas Meyer (Music), Lesley Wakes (Administration), Hettie MacDonald (Administration and Stage Management), Paul Lister and Hugh Charterton (Design), Wimbledon School of Art (Costume), Dave Cook and Ralph Janes (Lighting).

Watch all spaces for these names.

# Force for peace

Since the War, Shakespeare has been the most frequently produced dramatist in the German-speaking countries of Western Europe. The work of most leading contemporary British playwrights is as familiar to West German theatregoers as to our own. Some, like Peter Nichols and Arnold Wesker, attract better audiences in Germany than here.

The influence of German playwrights on our own theatre may be less obvious but has to be acknowledged – from Expressionism in the twenties to the political theatre of Brecht in the post-war years. More recently Max Frisch, Freidrich Dürrenmatt, Peter Weiss, Rolf Hochhuth and Peter Handke have left their marks.

Until May 29 the Soho Poly is presenting, in lunchtime readings and evening performances, the work of a new generation of German-language playwrights in the hope that this cross-fertilization of ideas and styles will continue.

These writers, all politically to the left, represent a new wave of thinking from a generation unencumbered with feelings of War-guilt, and who see the German language as a potential force for peace and radical social change in Central Europe. Although the influence of the Brechtian "epic" theatre, emphasizing understanding rather than emotion, is still evident, it is tempered by a concern with the psychological effects of living through revolutionary times. The programme's title, "The End Of An Era", reflects the importance which the organizers, headed by London-based Austrian producer Estella Schmid, attach to these plays.

The fear of change was the main theme of work performed in the first three weeks of the season. Heiner Müller's **The Mission**, Stephan Schutz's **Kolhaas** and Tancred Dorst's **Toller** explore revolutionary failure. One solution offered is that the romantic libertarians who often lead revolutions are incapable of seeing beyond the moment of liberation. As Tancred Dorst's hero, the playwright Ernst Toller says, "Perhaps there is only one single moment when we are all free – when the old order is smashed and the new has not yet been established." These German playwrights of both East and West share an overriding concern – how is it that revolutions so often fail to produce socialism with a smiling face?

There was a fine performance from Kika Markham in Maria Reinhard's **Blow On Blow**, about a woman driven by social deprivation to child battery, and a virtuoso reading from Carlie Lee Baker, Paul Brightwell and John Markham of **Market Day In Plunderswellern**, East German Peter Hacks's poetical rerendering of the Goethe play of the same name.

To come are two Austrian plays, Thomas Bernhard's **Eve Of Retirement**, about, he says, "the catastrophe of family life", and Peter Turrini's **Joseph and Maria**, about old age and death in modern society. There is also a reading of Neither Fish Nor Flesh by West German Franz Xavier Kroetz who has been compared to the early John Arden.

Teachers of drama as well as of German should find the plays, readings and post-performance discussions of considerable interest. There is also a weekend seminar with some of the playwrights in attendance on April 17 to which admission is free.

G.B.

## Among this week's contributors:

**Robin Buss** is a lecturer in French at Woolwich College of Further Education.

**Peggy Heeks** is assistant county librarian for Berkshire.

**John Messenger** is reader in zoology at Sheffield University.

**John Weightman** is Professor Emeritus of French, University of London.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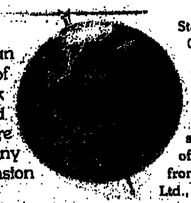

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George Philip

# 'We haven't got time to grow old'

The idea of a 'University of the Third Age', which is just beginning to get off the ground in Britain, is by now well-established in France. **Anne Corbett** reports on progress so far

The black hair is scarcely flecked with grey. The pin-striped suit is in fashion. As he takes the microphone in the university amphitheatre, Maurice Souquières exudes authority, he seems a man at the height of his powers.

But, in conventional terms, he is "past it". He is retired. He says later, his face tightening at the memory: "All the blows came at the same time." He had been running a children's convalescent home, lording it over a Normandy chateau for 30 years. He was also mayor of the village.

Then came compulsory retirement. No longer the director, not even the mayor. "They didn't want a pensioner, did they?" It did not help that two sons got married and left the area at about the same time. But now, thanks to the *Université du Troisième Age de Basse Normandie* – U3A to the acronym-obsessed French – he has found an activity which stretches him. He is deputizing for the U3A students' association secretary, who is away ill.

Throughout a day spent in Caen I met many people who are being "stretched" or have been "saved." A former chemist is delighted "to be catching up on culture". A sprightly man of 78, who sees himself as "good for another 10 years of autodidactic progress," is absorbed in the history of Germany. A contemporary, her white hair in a chignon, talks of her part in a university research project on changing language, charting differences in vocabulary between the young and the old.

A glamorous lady with a little dog, "shipwrecked" by the sudden death of her husband just as he retired, did the U3A's voluntary secretarial work for a year. "That got me back on my feet," she says as she sweeps off to a choir practice, a big kiss for a U3A student who has just come out of hospital, a word for friends she has not seen recently. She looks nearer 40 than 70.

The euphoria is extraordinarily pervasive. U3A students who run the office describe the institution's growth: 345 students in 1974, 1,700 today. Almost half come to the university campus at Caen. The rest, an example of what decentralization can mean in practice, go to outposts *(antennes)* in four of the major towns and in one rural area.

There are lectures (daily at Caen), language courses and research projects sometimes in conjunction with young students.

They quote work for a glossary of Norman *patois*, oral history, the impact of technological change. There are outings, sports ("so important at our age") and "oxygénation" which I discover means taking walks. There are arts courses, a choir and a flourishing exchange scheme with retired people in Devon. They quote a saying of the obviously charismatic, absent secretary, Vincent Druet: "We haven't got time to grow old."

There are more than 60 U3As in France: that is to say, university-linked institutions catering primarily for the retired. Some call themselves *Universités du Temps Libre* or "Inter-Ages", or *pour tous*. There is even a *Université Ouverte*. They have about 100,000 students, and have all developed in the past seven or eight years.

It has been a spontaneous movement, according to Pierre Brasseul, secretary of the club for retired teachers in the Paris region (MEEN) which pioneered university courses for the retired in conjunction with the University of Paris X-Nanterre, and now, secretary of the recently-created coordinating committee for U3As (l'UFUTA: *l'Union Française des Universités du 3e Age*).

"For once the French government had nothing to do with it." Indeed, he says, Giscard d'Estaing's minister for the universities was hostile, saying that U3As were "places for making primary school-style paper cut-outs".

The concept took off in 1973 with Pierre Vellas of the University of Toulouse. An advocate of countering aging by continued intellectual effort, he put on a summer course for the retired. Those present were so enthusiastic that they demanded something permanent. Since then the idea has spread throughout France. But the precise form has been "pragmatic," a product of local circumstances (and, countering another *idée reçue*, Brasseul says the English were a help with the theory: the names Brian Groombridge and Sidney Jones turn up frequently in the relevant French bibliographies).

There are, broadly speaking, two models: one which the university organizes; the other where students have the guiding hand. I did not meet anyone enthusiastic about letting the university run U3As, at any rate through departments of *éducation permanente* or *formation continue*. It led to the retired people's interests "being subordinated to those wanting retraining for jobs." In one case, it was suggested, they viewed the U3A students as a commercial concern, making them pay far higher fees.

But at the U3A de Basse Normandie, though the director of *formation continue* chairs the governing council as of right, and university teachers who have the curricular oversight of each *antenne* are represented, U3A students are in the majority: and in the day-to-day running they are the people in charge.

As the association's treasurer describes it, the university has a servicing role: it provides accommodation, pays the university teachers who work with the U3A, and provides the student's card which gives access to the library and (clerly less appreciated – M Souquières shudders at the noise) the student restaurants and bars.

The students' association finds out what students want, which university teachers will cooperate and organizes the programme of activities.

This, over the past year, has meant almost daily attendance at Caen for three people – the treasurer, administrative secretary and a clerical secretary. Though they pay over to the university the 90 francs (about £9) of each student's annual subscription, they are left managing a budget of about £40,000 which they have raised from pension funds, local charities and the municipalities concerned. They insist that the work has built up "very gradually," and that their work is, "naturally", voluntary.

Does all this have to happen at a university? My question is obviously naïve; "We think we should have the title of a proper university department, a unit for teaching and research," the white haired lady says firmly. Others maintain that their professors find them much nicer to teach than young students. "We participate much more. They are all so passive."

One of their teachers of English, herself a victim of premature retirement, confirms that the work can be of high quality, as well as pleasantly varied. Twelve of her more confident students have joined young students in the diploma courses. Others have more personal goals, like being able to read and enjoy *The Times*. One group translated American Indian stories from English to French for use in the local library. Another got up a performance of *Under Milk Wood*, Welsh accents and all, to welcome their English exchange visitors.

But it is clear that coming to the university has also a special social cachet. The U3A students I met would not have dreamt of going to the municipally-run clubs for the elderly ("What, to go and play dominoes?"). Some of them preferred to drive 40 or more miles to Caen than go to their nearest U3A outpost. There was talk of combining the lecture routine with visits to the hairdresser and the best restuarant in town.

It might all have been very different at the rural outpost of Basse Normandie which draws on an agricultural community. But the Caen experience ties up with the findings of the studies carried out on French U3As by Maximillenne Gautrat of the University of Paris X-Nanterre, that though the aim is to be open to all, U3As tend in practice to be educationally elitist, and limited to those with at least the *Baccalauréat*.

They also tend to perpetuate a segregation by age: in a group of older people attitudes to teaching and learning are different. Though not hostile like Giscard's minister for the universities, she thinks that there are nevertheless similarities with the primary school: for example, the students tend to be emotionally dependent on their teachers. "It explains the U3As' extraordinary charm," says Gautrat.

The segregation by age and the elitist social character of the U3As arouse considerable controversy in France. A highly-respected figure in the U3A movement, Professor Michael Philibert, followed on Vellas's first experiment at Toulouse with a manifesto in 1975 for an "inter-age" university centre at Grenoble where he teaches philosophy: "A university limited to the Third-Age can only reinforce the unhealthy segregation between pensioners and the active population and the young." He was speaking with a lifetime's experience of the study of the relationship between age groups. And what happened? "The moment they got their association, the students insisted on U3A title." He is phlegmatic. "The young were in the majority."

However, there are now factors for change. The new government has views. It is thought that at U3As in the context of other forms of *éducation permanente* in the voluntary sector. "We, after all, do not want to favour those who are already favoured," he is told at the *Secrétariat d'Etat chargé des Personnes Agées*, the section of the ministry of social affairs concerned with the old. "We want to see the working class attracted to some form of continued educational provision. We want to see developments in non-university areas, and we are against segregation by age or social class."

But the government is also very much in favour of people taking initiatives rather than waiting for the state to provide, and it supports the idea that they should run their own show. In these respects U3As are "exemplary". At present it is finding out exactly what U3As do (the Ministry of Education has mounted an enquiry) and it is working on formulae which would enable public funds to be diverted to support all forms of *éducation permanante* in the voluntary sector (as promised in François Mitterrand's election campaign). "But there will not be a single model."

What is this likely to mean in practice? Anne-Marie Guillemard, of the University of Paris VII, a sociologist whose research is on policies for the elderly, has an analysis which seems to go to the heart of the matter. She sees U3As as an outcrop of French government policies developing at the beginning of the 1970s to enable the elderly to continue to play a role in the community: policies based on community care as opposed to institutionalization.

These policies were a response to a phenomenon: the fact that generations of people at retirement were, for the first time, not only physically and mentally fit, instead of exhausted by a lifetime's labour. But the clubs and other structures which developed did not appeal to the middle classes. The U3As had a need – and enabled the middle classes to keep their distance from the masses.

However, as she also points out, the incidence of the long-term unemployed and government policies to encourage early retirement (60 as the norm, with incentives to retire at 55) change the picture once again. U3As are well placed to provide an institutional setting. And this development comes just as the universities themselves are being accorded the autonomy to go out and search for new customers. There is every reason to suppose that U3As could take a wider age-range, if not a different social class.

Back at l'UFUTA they are enthusiastic about turning the U3As into *Universités du Temps Libre*, or as the ministry puts it "liberated time", provided that the students still have a determining role.

It would be ironic if the British got fixed on a vision of Universities of the Third Age just as the French are thinking it is time to evolve.

# THINK BEFORE YOU WRITE

'It's as if they don't want the material to be read or understood.'

**Sarah Jane Evans** takes a critical look at the book proposals submitted by teachers

There is something marvellous about contemplating becoming a published author. First, you're one up on unpublished writers, though they can beat you on the "starving author/support me I refuse to compromise to publishers" ploy. Second, it might work wonders in the staffroom if you're losing the fight for an extra scale point. Third, there's the faint chance that you might earn a reasonable income.

Let's though take a sober look at the business from the publisher's viewpoint – in particular, the publisher of books by and for teachers, academics and educationists. Any publishers who declare an intention to publish in education and the social sciences have a genuine commitment to producing the right materials for their chosen sector of the market.

The publisher's editor will welcome unsolicited submissions and will be prepared to take on writing that may need to be polished. The editor looks for good ideas, a feel for the subject, a sense that the book's proposals have been tried and passed the test.

A good impression is essential. The proposal has to make a impact when the letter is opened – to lure the editor into setting aside quiet time to read it. What constantly surprises is the lack of attention so many authors in schools give to selling themselves. They may be excellent at explaining to others how to fill in a good application form, or how to present ideas directly and clearly.

Yet when it comes to their own work, they can't perform the same exercise. It's as if they don't want the material to be read or understood. The editor's instinct is to save these authors the embarrassment of publication, the full implications of which they haven't considered.

We have all complained enough about "bad" education books that "should never have been published" to have a good idea of how to do it better ourselves. One of the keys to effective communication of information is placing it in context for the reader. If you're writing an information book – however widely defined – then you do need to write it in terms that will be intelligible to your chosen audience.

But take the example of "Burstonfield" School. The head is proud of the school's achievement and wishes to record it for posterity. One of the deputy heads takes on the task of creating the book. With a certain amount of cajoling he gets each department to agree to write a chapter about their contribution to the achievement and he sends off a contents list to a likely publisher.

The list does not begin encouragingly: "Introduction: chairman of the governors; Art: Mr James; English: Ms Bains; PE: Miss Haynes; . . conclusion: the head." It reads more like an entry for a school magazine, and would be of great interest for those who know the school, the context, the teachers and the taught.

Consider, now, the hard-pressed head of curriculum studies in a town at the other end of England. The book has been published and he is enticed by *Burtonfield: A School That Works*. But when he settles down to read it, he is disappointed. The story is re-enacted by a cast of characterless individuals describing their successes with a supporting group of blank-faced pupils and l.e.a. officials.

In fact, I have jumped ahead. What actually happens to the deputy head is that one-third of the staff do not deliver their chapters on time, the publisher loses confidence and packages the book as a £10 hardback, and on publication the book is in few bookshops and fails to achieve a single press mention. The only hope is that one of the staff, who is critical denounces the book out of hand in – say – a letter to *The TES*. Then the book's existence is acknowledged, and a controversy might sell a few copies.

Writing a book about your school is a well-established tradition. Indeed, one might almost claim that it has been done to death, but there are – and will be, I hope – honourable exceptions. Publishers are hardened creatures. They know that your originality is shared by eight others that month. Management books have been hitting education publishers in a big way, along with pastoral care. These submissions follow the same style and structure as their well-known predecessors. It's rare to find a book that has anything more to add to the literature, if it follows these constraints.

A substantial proportion of all submissions are MA and PhD theses. They have an initial edge over the competition because they are beautifully typed and presented. (The advantage is sometimes lost when they arrive as two substantial boxes of typescript. The editor waits – in vain – for a long peaceful stretch in which to tackle the reading.)

The work is typically a piece of classroom research which comes with the promise of praise from the supervisor. This individual responds to the editor's inquiry in a bland and generous manner, none the less indicating that he has rather too many students to be able to remember them, and that his judgment shouldn't be held as binding.

Education research has been making strenuous efforts to raise the "scientific" quality of its work, perhaps partly as a result of the furore round *1500 Hours*, which taught us all to argue about statistical data. The PhD thesis frequently lays particular emphasis on the analysis of the data. However, the majority of education book buyers are concerned about the research and results, if they can once be briefly convinced that the data have been suitably analysed. It is on the non-resolution of this conflict that most PhD theses founder at the publishers.

Some theses have, however, resolved the potential conflict at planning stage. These are the ones that come from the academic supervisors who are publishing entrepreneurs, the good fairies who can keep publishers in thrall. The theses often develop an interesting or important idea, one which will supply the combination of page three news and staffroom discussion which is the stuff of all good sellers.

Race and the education of girls are two obvious examples. The publishing entrepreneur achieved his or her eminence through an ability to pick the coming issue and to write about it intelligibly. Their students frequently deliver their theses four or five years on, in the language appropriate to a thesis. It takes another year or two to rewrite the work for a wider audience, by which time the subject is past.

In describing the mistakes that would-be authors make, I have assumed that the publisher's editor is a paragon. Frequently, the editor will be a specialist in another field – a historian, perhaps. The editor will also be committed to the business of publishing, rather than to the present temporary task in education.

Few will be young enough to have been educated in a comprehensive. They may know ILEA but not ORACLE. (If you do meet an editor who does know about the subject, make quite sure you don't lose contact.)

Still, they will know about the books their companies sell best, and how to increase the income. So, if you are turned down, consider the advice you're given. It may be an inexperienced editor ignoring pure gold.

Let's bring back independent thought, imagination and self-confidence to the teaching profession's writers – all those things we thought teachers were already, but have clearly renounced. Don't leave all the education books to be written by educationists who don't often visit schools. Let's make a plea for writers to have sufficient courage to abandon their sixteen democratically chosen co-authors. There is a case for the multi-author book, but the good ones are rare. If in doubt, write it yourself.

*Sarah Jane Evans worked until recently for Grant McIntyre. She is now an editorial consultant.*

# Creating a ghetto mentality?

By John Weightman

**British Black English. By David Sutcliffe. Basil Blackwell £14.95. 0 631 12711 9.**

This book is, in the first place, an example of the extreme open-mindedness, or horror of norms, of certain modern English educationists. Based originally on research into the speech of black schoolchildren in Bedford, where Mr Sutcliffe was a teacher some years ago, it is modestly presented "as a series of sketches drawn by an outsider . . . at a time when black people in Britain are daily becoming more aware of their need to assert their cultural independence."

Although he calls himself an outsider, the author seems to identify with this culture as having some very special virtues, because he adds: "It is perhaps pertinent to note that for me and for many black people the term 'black' has primarily a cultural reference (though the racial dimension has had a dramatic effect on the culture). Thus members of the black community can, in my view, be of any colour including white."

I am not quite sure what this means. Is the author saying that a white man can be assimilated into the black community more or less in the same way as – theoretically at least – a non-Jew can become a Jew, provided he accepts the Hebrew religion and submits to circumcision? If so, a white man who became an honorary black (always supposing the blacks accepted him) would be abandoning his majority English culture as being less satisfactory than the minority black culture, and to achieve complete authenticity he would have to relinquish his English speech and express himself in Creole. Such a rejection of his given nationhood in favour of a voluntarily chosen alternative would mark the vital point at which the superficially linguistic and the deeply cultural fuse into one.

In practice, of course, the linguistic and the cultural are always interconnected, but there can be advantages in trying to consider them apart. I am bound to say that Mr Sutcliffe, together with his chief collaborator Mr John Raymond, sounds to me like a good-hearted man whose cultural liberalism has led him to blur the linguistic issue.

All the purely descriptive linguistic part of the book is excellent. Mr Sutcliffe charts and analyses the various types of patois or dialects used in the different black communities in Britain, from the extreme forms of Creole, as they have existed in the Caribbean since the time of the slave trade, to the closer approximations to British English characteristic of second or third generation immigrants. He gives representative texts, written or recorded by black schoolchildren and adults, and comments on them to explain idiomatic speech-rhythms, high and low tones, the ritual use of the "strong" vocabulary and many other features which differentiate black English from Standard British speech.

He gives an outline of black phonetics, systematizes black syntax as far as this is possible given the fluctuation of the forms, and adds a glossary of the more important exotic words and phrases. He includes two chapters by other writers: an account of Rastafarianism by Neville Moore in a variety of black English, and a discussion of dialect in the classroom by Mr Raymond, who has encouraged his black pupils to write essays and plays in their "borne" language.

> *It would be sheer, misguided sentimentality to maintain that the vast ocean of Standard English is not, in general, incomparably superior to the cosy backwater of an unwritten local idiom*

All this will be a great help to the general public, as well as enlightening for those teachers, if there are any, who think that black children are inherently inarticulate. But it is one thing to give an objective account of Creole as a valid, oral system of communication which has existed in its own right for several centuries, and quite another to decide what to do about it in English schools.

An initial point, on which both Mr Sutcliffe and Mr Raymond wobble, is whether Creole is a separate language from English or a dialect. Being warmly disposed towards the black community, they would like to think it has the status of a distinct idiom embodying its peculiar culture. Mr Sutcliffe writes: "It is almost certain that Jamaican Creole is a separate or at least a separable language from English, as an abstract system, as a psychological reality to its speakers, and even as an actual spoken variety." If so, it is in the same position as Welsh or Gaelic, or the languages of minority communities, such as the Poles or the Greeks. If it is a dialect of English, it is on the same level as Cockney or Geordie. But in neither case, I should have thought, is it the business of English schools to foster it, or to accept it as a classroom language. Their democratic job is to teach all pupils, irrespective of origin or colour, the standard language which is the means of participation in the national culture.

After studying the linguistic data, I would say that Creole is no further removed from Southern Standard than the Geordie spoken by the largely illiterate, Northumbrian coal-mining community of my grandfather's generation, a dialect which must have sounded like a foreign language to anyone from the home counties. Perhaps it still does even in its modern form. Only the other day, in the Newcastle-King's Cross train, I heard a girl call out to her companions: "Aa yiz cumn?", an unintelligible phrase, I suppose, unless you know that "yiz" is the plural form of the pronoun "yi". But I trust that school has taught this girl, when addressing non-Geordies, to say "Are you coming?" If it hasn't, she will never move easily from her home base, and even there she will not be fit for any literate occupation. In other words, extreme dialect-speakers have to learn Standard English as a second language; in this respect, they labour under an initial disadvantage in comparison with middle-class or lower middle-class children reared in the home counties. However, this is not so much a wicked political circumstance as an accident of linguistic history, that schools were partly invented to rectify.

On this issue of the standard language, Mr Sutcliffe and Mr Raymond seem to me to be dangerously wrong. The former says: ". . . most schools continue to prize Standard English and derogate non-standard dialects. Yet no theoretical support for such a policy can be derived from linguistics". The latter refers disparagingly to "the prestige dialect misleadingly known as SE", and asserts: "all linguists agree that all dialects of English are equally effective, complex and rule-governed". I beg to differ, although I think I can count myself as a sort of linguist, and my childhood was divided between two dialects, Geordie and West Northumbrian, to which I remain warmly attached, as any black must be to one or more forms of Creole.

There are many cultural details enshrined in dialects that cannot be reproduced in Standard English, but it would be sheer, misguided sentimentality to maintain that the vast ocean of Standard English is not, in general, incomparably superior to the cosy backwater of an unwritten local idiom. All the great standard languages of the world represent triumphs of cultural generalization over the relative chaos of dialectal forms. It follows that to encourage a black person living in Liverpool or the East End to despise Standard English in favour of Creole-plus-Liverpudlian or Creole-plus-Cockney is to carry liberal-mindedness to the point where, in effect, it turns into its opposite.

The blacks are in a specially difficult situation since, unlike other dialect speakers, they stand out visually, as much as, or even more than, Yiddish-speaking Rabbinical students with ringlets, but their problem is basically the same as that of any other minority living within a majority culture. It is up to them to decide whether they wish to live partly or wholly within their own community, provided they can make it independently viable, which I imagine must be very difficult. While Standard English-speakers should recognize the validity of black English within its context, it is not their function, especially if they are teachers, to encourage blacks in the creation of a ghetto mentality. This is what, with the best of intentions, Mr Sutcliffe and Mr Richmond are in danger of doing.

Mr Richmond, in particular, seems blind to the implications of a poem written in imitation of Black English by one of his pupils:

We nah get justice inna dis ya Babylon
We h'affice seek ah justice outta Babylon
We must return to Africa our
righteous blessed land.

This little lament could be defined as a sentimentalized Negro Spiritual, in which an imaginary, tragically inaccessible, Africa represents Paradise beyond the Jordan and England is the Babylon of exile, on a par with the cotton fields of the old American South. If the use of black English helps to confirm such attitudes it is hardly a force for the good.

# A name means survival

Brian Morton on some new Eastern European writers

**A Tomb for Boris Davidovich. By Danilo Kiš. Translated by Duska Mikic-Mitchell. Introduction by Joseph Brodsky.**
**Penguin Writers from the Other Europe series. General editor Philip Roth. £2.50. 0 14 00 5452 9.**

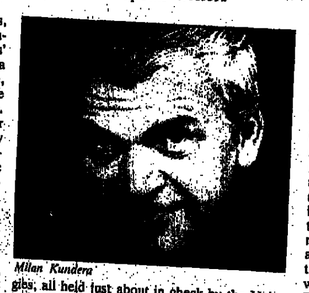
**The Book of Laughter and Forgetting. By Milan Kundera. Translated by Michael Henry Heim.**
**Faber £7.95. 0 571 11830 5**

In the 1650s, Peter the Great settled incognito in East London to study shipbuilding. Two and a half centuries later, the three great Bolsheviks disguised their bourgeois, Jewish and Georgian origins behind assumed names. Gogol made comedy, and Turgenev irony, out of the Tsarists' bureaucratic compulsion to tamper with names, numbers and identities. Dostoevsky turned ironic comedy into a metaphysical crux and Franz Kafka imported Dostoevsky to "the West" in a form we have learned to use. More recently, for our impressions of what happens to the individual in the totalitarian state we have turned to the Shiophile Malraux (who understands the metaphysics of the State), to Orwell-and-Huxley to Koestler and lately to the dumb children and shadowy presences of Jerzy Kosinski's fiction; to those figures, in other words, who have managed to combine Eastern dogma with Western literary rhetoric.

"The story I am about to tell, a story born in doubt and perplexity, has only the misfortune (some call it the fortune) of being true": this, the opening sentence of Yugoslav novelist Danilo Kiš's *A Tomb for Boris Davidovich* strikes a comforting chord in the mind of anyone up to date with recent developments in English (or, rather, American) fiction. The interweaving of history and fantasy, historical and imaginary characters, is something we learn to handle in the sixties and seventies.

Kiš reccounts the lives of seven characters, lives which touch in accidental and coincidental ways (though not in Dos Passos' synthetic way). The characters range from a sub-Joycean Irish radical, Gould Verschoyle, in "The Sow that Eats Her Farrow", to the poet who suffers elephantiasis of the scrotum. All the figures are characterized in one or other of these ways: by the bizarre complexity of their national, social, linguistic and ideological nature; or by some physical characteristic so grotesque (shades of Kafka's *Metamorphosis*) that it becomes a normative force in an environment which suppresses any unique or outstanding feature of the usual sort. The characters are almost all ideologues or writers and as "the line" changes or literary needs shift their identities become confused, fragmented, intermixed with real events and historical characters in a way which neither lends precedence to the one nor suggests scepticism about the other.

The changes in the characters, subtle linguistic shiftings, suggest the processes and movements of history. Even the fearsome force of repression changes through time – Okhrana, OGPU, Cheka, NKVD, KGB. We are aware of a real world pressing inwards and Kiš's native Yugoslavia suggests a concrete background to his style. Linguistically complex to a mind-boggling extent, loosely holding within its borders the bodies of at least five ancient states, rampant nationalism, inimical ideologies, all held just about in check by the Union of Yugoslav Communists, Gould Verschoyle is perhaps the most potent figure. Suggesting (like Mailer's Sergius O'Shaugnessy) an absurd ethnic mix, he stands for a tragic and humanistic ideology and also for the writer, Joyce, who the cultural commissars have reserved their most bitter abuse.



*Milan Kundera*

Penguin and Picador have to be complimented for their recent bid to publish Eastern European writers like Kiš, Andrzejewski (whose *Ashes and Diamonds* is better known in film form), Milan Kundera, Bruno Schulz, Skvorecky and Tadeusz Borowski, whose *This Way for the Gas, Ladies and Gentlemen* an Western novelist could match for its fearful and fearfully comic images of the Holocaust. The award of a Nobel Prize to Czeslaw Milosz has undoubtedly sparked off interest and it is to be hoped that Penguin's Writers from the Other Europe series will be extended into the British market.

One major figure is the Czech Milan Kundera whose *Farewell Party* and *Laughable Loves* are still only available in American Penguin editions but whose *Book of Laughter and Forgetting* has recently been published by Faber. Kundera is quieter, more oblique and more "literary". In this latest work, Goethe, Yesenin, Boccaccio and Petrarch are all found arguing with Lermontov alongside a fairly conventional narrative. Kundera is over-willing, like Kiš and Skvorecky, to discount on the meaning of his book – *litost* – in terms which manage to prick their own pomposity. *Litost* is a Czech word with no exact translation into any other language. It designates a feeling as infinite as an open accordion, a feeling that is the synthesis of many others: grief, sympathy, remorse and indefinable longing. The first syllable, which is long and stressed, sounds like the wail of an abandoned dog". We are a long way, here and with Kiš, from contemporary English and American writing. Untranslatability is consciously written into the text because the experiences described are unimaginable to outsiders. For the Eastern writer, rather than the plaudits of the critics, the prizes and chat shows, the honorary chairs, there are interrogations, imprisonment and the expunging of one's name from the record.

To us, identity is a concept, the legacy of the Romantics. Our names are heirlooms, treasured, ignored, unused. In the totalitarian state, identity *is* survival and a name a means to survival. These books upset our notion of literary character, of narrative growth, and our notion of what it means to be free.



# Improbable, but impressive

**Gordon Bowker at the National Student Drama Festival**

If my calculations are correct, the first National Student Drama Festival was being held at the very time that John Osborne was penning the first act of *Look Back In Anger*, in the spring of 1955. Theatre historians should take note of this strange habit of injecting new talent into our national theatre in the same healthily disturbing spirit as the choleric Mr Osborne did all those years ago. Indeed today's list of NSDF "graduates" reads like a short-list for the theatrical awards of the decade, from Anthony Sher, BBC TV's *History Man*, to Charles Sturridge, director of Granada's *Brideshead Revisited*.

The 1982 Festival, held for the second year at Hull University, (April 1–8), included 19 finalists selected out of 73 entrants from a wide range of universities, colleges, schools and youth theatres, and brought a higher than usual crop of new works by student playwrights. The judges this year were *The Sunday Times* drama critic James Fenton, BBC Radio producer Martin Jenkins, RSC director Bill Alexander and voice coach Linda Maher.

Apart from the set-piece productions there was a rolling programme of workshops (for stage fighting, make-up, clowning and technical know-how), and auditions for the National Student Theatre Company's forthcoming production of *Brenks*, an explosive new play by Mick Clifford which won for him the International Student Playwrighting Award. There was late-night cabaret, compered by a compulsively humorous likely lad with the distinctly unlikely name of Kjartan Poskitt, and a brilliant young company from Antwerp who managed to electrify and enrage the student critics with, of all things, a performance of Karel Capek's *Insect Play* in Flemish.

The usual post-mortem discussions of major productions seemed much kinder than in previous years, but if the vocal critics were inclined to be gentle, contributors to the Festival's daily review, *Noises Off*, seemed more than ever ready to put in the beastly boot, quite possibly with half an eye to *The Sunday Times* Student Drama Critic Award for which they were all under consideration.

The play which caused most controversy was Manchester Umbrella Theatre Company's production of *The Dog In The Manger* by Lope de Vega. One *Noises Off* hatchet-man called the plot "improbable", said that the company "didn't really know what to make of it", and that "the third act distintegrated before your eyes like Dracula being hit by sunlight." Another wrote it off as just a play about a countess who "had it hot" for a "geezer" whose attraction for her was incomprehensible. A scholarly riposte from Robert Randall of Birmingham University, setting the play in its historical context and dubbing the production "impressive" and "inspired", quite apstaged the poison penmen and snatched for him that coveted critic's award while the others were still fumbling for their dictionaries.

As a further rebuff to the more vitriolic student critics the judges awarded *The Dog In The Manger* the its director, Lawrence Boswell, the Yorkshire TV Award for Outstanding Personal Achievement. The production also brought Best Supporting Actor and Actress prizes for George Usill and Katharine Jones and that for Best Comedy Performance for Sara Thomas.

**Manchester Umbrella Theatre Company in *The Dog In The Manger***

The Manchester company were less successful with *Caesar*, a re-jigging of Shakespeare's *Julius Caesar*, with male sexual attitudes in its sights. It proved to be offensive to the public "gays" and moved one critic to call it "the biggest con trick of the Festival" and enough to make the poor old Bard revolve in his grave. Aristophanes' *Lysystrata* from Warwick was similarly mauled, so by and large this year's sex shows had a bad reception, as did Hull's brave attempt to bring Goethe to the unconverted. "Pointless drivel" and "I fell asleep" moaned *Noises Off*. No doubt the Bard of Weimar took a turn or two around *his* resting place at that one.

Cyril Nri of Bristol University was judged Best Actor in Jeremy Brock's prize-winning *Small Beginnings*, and Hull's Eileen Ryan was named Best Actress for a subtle performance in Brinn Friel's difficult play, *The Faith Healer*. The Inter-Action Theatre Prize went to St Luke's College Exeter for an exciting satirical piece, *The Sabre-Tooth Curriculum*.

Other winners were John Godber (Outstanding Production), Douglas Meyer (Music), Lesley Wakes (Administration), Hettie MacDonald (Administration and Stage Management), Paul Lister and Hugh Charterton (Design), Wimbledon School of Art (Costume), Dave Cook and Ralph Janes (Lighting).

Watch all spaces for these names.

# Force for peace

Since the War, Shakespeare has been the most frequently produced dramatist in the German-speaking countries of Western Europe. The work of most leading contemporary British playwrights is as familiar to West German theatregoers as to our own. Some, like Peter Nichols and Arnold Wesker, attract better audiences in Germany than here.

The influence of German playwrights on our own theatre may be less obvious but has to be acknowledged – from Expressionism in the twenties to the political theatre of Brecht in the post-war years. More recently Max Frisch, Freidrich Dürrenmatt, Peter Weiss, Rolf Hochhuth and Peter Handke have left their marks.

Until May 29 the Soho Poly is presenting, in lunchtime readings and evening performances, the work of a new generation of German-language playwrights in the hope that this cross-fertilization of ideas and styles will continue.

These writers, all politically to the left, represent a new wave of thinking from a generation unencumbered with feelings of War-guilt, and who see the German language as a potential force for peace and radical social change in Central Europe. Although the influence of the Brechtian "epic" theatre, emphasizing understanding rather than emotion, is still evident, it is tempered by a concern with the psychological effects of living through revolutionary times. The programme's title, "The End Of An Era", reflects the importance which the organizers, headed by London-based Austrian producer Estella Schmid, attach to these plays.

The fear of change was the main theme of work performed in the first three weeks of the season. Heiner Müller's **The Mission**, Stephan Schutz's **Kolbaas** and Tancred Dorst's **Toller** explore revolutionary failure. One solution offered is that the romantic libertarians who often lead revolutions are incapable of seeing beyond the moment of liberation. As Tancred Dorst's hero, the playwright Ernst Toller says, "Perhaps there is only one single moment when we are all free – when the old order is smashed and the new one has not yet been established." These German playwrights of both East and West share an overriding concern – how is it that revolutions so often fail to produce socialism with a smiling face?

There was a fine performance from Kika Markham in Maria Reinhard's **Blow On Blow**, about a woman driven by social deprivation to child battery, and a virtuoso reading from Carlie Lee Baker, Paul Brightwell and John Markham of **Market Day In Plunderswellern**, East German Peter Hacks's poetical rerendering of the Goethe play of the same name.

To come are two Austrian plays, Thomas Bernhard's **Eve Of Retirement**, about, he says, "the catastrophe of family life", and Peter Turrini's **Joseph and Maria**, about old age and death in modern society. There is also a reading of **Neither Fish Nor Flesh** by West German Franz Xavier Kroetz who has been compared to the early John Arden.

Teachers of drama as well as of German should find the plays, readings and post-performance discussions of considerable interest. There is also a weekend seminar with some of the playwrights in attendance on April 17 to which admission is free.

G.B.

**Among this week's contributors:**

Robin Buss is a lecturer in French at Woolwich College of Further Education.

Peggy Heeks is assistant county librarian for Berkshire.

John Messenger is reader in zoology at Sheffield University

John Weightman is Professor Emeritus of French, University of London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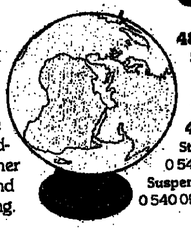

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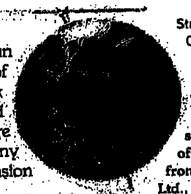

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## What made Jimmy so angry?

**Frances Hill on 'Look Back in Anger'**

John Osborne's *Look Back in Anger*, as everyone knows, transformed post-war drama. Its initial production in the year of Hungary, Suez and the first CND march opened the British theatre to all kinds of new writing, approaches and viewpoints. British drama has never looked back.

But the play that began a dramatic renaissance has not been revived very often. Nor has the film, with Richard Burton, been around lately. Who can recall what made that young man (was it Jimmy?) so angry? What was all that ranting and raving about? Rightly – inevitably – Radio 4 made *Look Back in Anger* the first in its new season of post-war dramatic revivals (The Monday Play, April 5, 8pm) and gave us a chance to remember.

Ah, yes . . . Jimmy Porter was cross about Sundays (always the same) and there being no causes to fight for and, mainly, his wife being quiet and passive and not having suffered. (A gap in her life he was trying his hardest to fill.) Hearing the play, after so many years, with the special attention to words and their meanings that radio forces, was to know it has nothing to do with the state of the country or the loss of the Empire or the absence of causes or even class conflicts. Its real theme is relations between the two sexes. Jimmy and Alison Porter are extreme, even grotesque, exemplars of male aggression and female passive acceptance, coexisting in miserable, worsening spirals of fury on one side, withdrawal and fear on the other. As a play on this subject, *Look Back in Anger* is almost successful. But it is finally too immature, too weighted on the side of the male.

The Radio 4 production was excellent and Nicholas Geeks a superb Jimmy Porter. He made the most of the flashes of humour "Stop breathing your female wisdom all over me . . ." and the moments of love and compassion. But he could not make Jimmy a deep or a rounded enough human being to persuade us the play is of real, lasting worth.

Part of the received wisdom about *Look Back in Anger* is that it was not given its due by contemporary critics. (Except Kenneth Tynan.) A glance at the relevant section of John Elsom's *Post-War British Theatre Criticism* (Routledge & Kegan Paul, £5.95) proves the reverse was the case. Most critics felt it had merit but was essentially flawed. Philip Hope-Wallace, in the *Manchester Guardian*, perhaps put it best:

"The author and the actors did not persuade us wholly that they really 'spoke for' a lost, maddened generation. There is the intention to be fair – even to the hated bourgeois parents of the cool and apparently unfeeling wife who is at length brought to heel by a miscarriage. The trouble seems to be in the overstatement of the hero's sense of grievance: like one of Strindberg's woman-haters, he ends in a kind of frenzied preaching in an empty conventicle. Neither we in the audience nor even the other Bohemians on the stage with him are really reacting to his anger. Numbness sets in."

## Lives on a thread

**Finishing School. By Claire Luckham.**
Liverpool Playhouse Upstairs until May 1.

The three young women in Claire Luckham's new play have already finished school and are having their refined edges roughened by life. And, this being part of a series of plays called "Stories about Women", life is largely filled with men.

Janice keeps refusing to move in with the violent photographer who is, fitfully, her employer and lover. Chrissie, naive and doing a secretarial course, is lured into bed with promises of love and marriage from Mike, her social engineer boyfriend. When the storms break over these pairs, the third schoolfriend, Agnes – currently a student of the Black Death – becomes the centre for the loose emotional ends.

The one happy relationship occurs when Chrissie and Agnes, deciding they must love one another or die, opt for life. Their love involves consideration and joy in place of black eyes and abortion. There is comfort in avoiding the ruthless romanticism of men, but also a return to the protection of their old girls boarding-school crushes.

A number of recent plays announced as "about women" have been in a danger this play does not wholly escape. Ibsen, in *A Doll's House* (also in this season) showed Nora realizing a humanity deeper than a woman's social role, but through relationships that tested her on several sides. Ms Luckham's three "sisters", however, seem to be occupied only marginally with anything apart from sexual relationships. Their life's tapestry has only a single thread.

The first act does allow the characters to develop; the second, where the giggling schoolgirls suffer and mature, seems to set them up for predetermined debate. Yet there is plenty of deftly-written dialogue, and well-defined characterizations.

Pip Broughton directs, keeping the action moving between the boisterous and reflective sections of the play, which is performed by an ideal cast. Andy Greenfield's graffiti-strewn set provides interval reading matter to which the audience is invited to contribute.

**Timothy Ramsden**

## Goethe works

"Aimez-vous Goethe?", the question teasingly posed by the poet D. J. Enright some time ago, remains unanswered in Anglo-Saxony 150 years after the death in 1832 of Germany's greatest poet, and perhaps unanswerable. For all the earthiness of Goethe's genius – his passionate belief that we should shun abstract philosophizing and learn to recognize the eternal in a grain of sand, in the common round and task – he is too readily left on his pedestal, one partly of his creation, partly of ours, and partly of the inescapable fact that he thought and wrote in German.

His immense drama, *Faust*, reaches us through opera and film. Of his fiction, only *Elective Affinities*, still supreme among novels of adultery, holds the modern reader from first page until last; *Werther* is uncomfortably steeped in romantic self-regard, *Wilhelm Meister* eloquent and lucid only until the death of the child Mignon, at which point the book, like the "whole ring" of Wilhelm's existence, lay before Goethe "broken into fragments, and seemed as if it would never unite again". (The classic translation of *Wilhelm Meister* is by Carlyle; a new one by H. M. Waidson is being published – in six parts, £3.95 each – by John Calder.)

Yet Goethe, his mind and sphere of influence, are central to the development of modern European thought and culture, richly repaying any but the most superficial study. For most people, the best path is probably that via the *Conversations with Eckermann*, and such secondary literature as the remarkable essays by Thomas Mann, Erich Heller, and W. H. Auden. G. H. Lewes's *Life and Works of Goethe* is a still vibrant testimony to the Sage of Weimar's hold over Victorian intellectual life, while, Richard Friedenthal's is the best of modern biographies accessible in translation. Scarcely less valuable is Charles E. Passage's edition of *Goethe's Plays*, with useful translations of seven principal stage works and summary accounts of some 40 other dramatic works, a 626-page bargain from Ernest Benn at £12.50.

The Goethe-Institutes of London/Manchester/Glasgow are playing their own important part in the 150th anniversary by arranging and coordinating an impressive series of lectures, films, performances, and even a poetry translation competition (details from Professor F. M. Fowler, Queen Mary College, London). An immediately attractive exhibition of Goethe's life and work is at the London Goethe-Institute until 22 April, and will spend the rest of the year touring Oxford, Leeds, York, Manchester, Glasgow, and Norwich. Details from the London Goethe-Institute, 50 Princess Gate, S.W.7.

**Patrick Carnegy**

## Aristophanes to Brecht

**Birds. Bullers Wood School, Chislehurst.**
**The Caucasian Chalk Circle.** Common Stock Youth Theatre, Hammersmith.
**King of the Last Days.** Cockpit Theatre Company.

History does not record the winning play at the Great Dionysia of 414BC. It must have been pretty exceptional, however, since the runner-up was Aristophanes' *Birds*. The Dionysia itself – "Comedy Contest '14" – was the background to a sprightly version of *Birds* produced by Bullers Wood School, Chislehurst, Kent. Lobbyists for the three contending plays harangued the audience as they arrived; there was music, dance, a bilingual compere announcing the results in reverse order, and just the right amount of ribald fun.

Aristophanes' protagonists became two modern women who somehow got involved with King Tereus on the way home from Tescos. The kingdom they help the birds set up, usually translated Cloud-cuckoo-land, became Much Cuckoo-in-the-Clouds, apparently an aerial equivalent of Much Binding-in-the-Marsh. Just the place for Iris to enter on roller skates, for Prometheus to resemble Albert Einstein, and for many other felicitous touches in this strong production – not least the flute music specially composed by 16-year-old Sarah Denny.

Two thousand three hundred and fifty seven years separate *Birds* from Brecht's *The Caucasian Chalk Circle*, but the two plays have more in common than might be supposed. Brecht's Epic Theatre can lend itself as well as Aristophanes' broadness to large-scale youth productions.

But Common Stock Youth Theatre's version of *The Caucasian Chalk Circle* (produced with local young people at the Lyric Studio, Hammersmith) was let down by its sheer inventiveness. Director Jessie Buckman brought much that was new to the now-familiar story but too frequently failed to know where to stop. Dropping Brecht's dated Prologue was laudable – replacing it with a ridiculous "informal discussion" of redevelopment plans for Hammersmith Broadway worse than useless.

Among a very mixed cast Sofia Charitou (Grusha), Robert Bond (Simon) and Nick Hewetson in a variety of parts seemed to have a clear idea of what they were about.

As the subject of a musical, seventeenth century German Anabaptism rate about as high as Mel Brooks' *Springtime for Hitler*. Yet the Cockpit's *King of the Last Days*, the story of Jan of Leyden and his merry but short-lived court, proved a lively, exciting show. Stephen Wyatt's script wasted no time in getting down to the facts. Nic Rowley's relentlessly enjoyable music drove things along powerfully, but it was the story itself that was so good.

In a few months Jan had driven the manifestly corrupt Prince-Bishop out of Munster, replacing his rule with an equally corrupt, despotic reign of his own. But free love at court (one of those scenes the Cockpit does so well) and famine in the streets paved the way for the Bishop's return. Better the devil you know – even if his tunes aren't quite as good.

**Hugh David**

## One man act

**John Bunyan. Written and performed by Richard Burrows.**
Upstream Theatre Club.

Strange, ironic and somehow typically English that *The Pilgrim's Progress* (1678) is now regarded as a "children's book", and John Bunyan remembered – if at all – merely as the writer of "He Who Would Valiant Be". In fact Bunyan (1628–1688) was a prolific writer and preacher, the author of some 60 books including one of the most astonishing autobiographies ever written, the now-forgotten *Grace Abounding* (1666).

It was wholly on episodes drawn from this fascinating confessional that Richard Burrows based the first part of his equally fascinating one-man show *John Bunyan*. Wisely so. Tracing Bunyan's life from his "cursing, swearing, lying and blasphemy" days, there was drama enough in the words themselves. And in Burrows' low-key performance presented a strangely compelling Bunyan, a man whose persistent doubting makes him more at home in this century than his own. His writing, too, as in his description of the time he feared a church steeple might fall on his head, has a directness and dry humour which belies its period.

Part Two of Mr Burrows's programme found Bunyan imprisoned – for preaching unofficially and, in the words of the indictment, "to the very great disturbance of the good people of this Kingdom". Based on another of his works, *A Relation of the Imprisonment of Mr John Bunyan*, it was, through its gripping account of his arrest and trial, the more vivid half of the evening.

**H.D.**

## Riot on

Sir, – During the year that has passed since rioting broke the Easter peace of 1981 many social and political authorities, as well as concerned private citizens have sought its cause and remedy. Gillian Peele (*TES* March 26) makes the brave charge that by my participation in this collective quest I appear to compromize condemnation; accept the riot "as an inevitable feature of the political system" and so make the repetition of the riots more likely. Yet condemnation is, of course inherent in the search for remedies. It was universal and has not been at issue.

Gillian Peele's own considered explanation of the tragic and complex phenomena of those riots is "mindless vandalism". If they had indeed been purely mindless acts then rioting must be inevitable; testimony to a flaw in some men's nature which is beyond human cure. There could be no just court proceedings against mindless rioters because of their diminished legal responsibility. There could be on their part no guilt, no remorse and no change, and above all nothing to be done to prevent the riots recurring.

"As for rioting the old Roman way of dealing with that is the right one; flog the rank and file and sling the ringleaders from the Tarpeian rock!" So wrote the famous nineteenth-century headmaster Thomas Arnold, familiar to all readers of The *TES*, about the riots then and similar violent declarations can be the only response of those who share the belief that last year's riots were caused by mindlessness. But I do not agree and repeat the burden of my critical review of *Chronicle's* "History of Riots" (*TES* March 5). Riots do not make reforms easier but more difficult. The walls that separate riot torn communities from the rest of society grow higher and even greater efforts must be made within the walls to bring in people who feel excluded. The task before England is the great conservative task of the restoration of consent.

IRENE BROWN,
1 Pipe Passage,
Lewes, Sussex.


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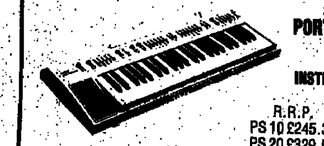

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# books

## A natural selection

**John Messenger on three new studies of Darwin**

**Charles Darwin: A Man of Enlarged Curiosity. By Peter Brent.**
Heinemann £12.50. 434 085952

**Darwin. By Wilma George**
Fontana £1.75. 0006365027.

**Darwin. By Jonathan Howard.**
Oxford University Press £1.25. 0192875566.

It's not often as easy as this: if you're interested in learning about Darwinism put this down at once and go out and buy the Jonathan Howard. If, however, you're short of £1.25, or haven't got a bookshop handy, or find that it's Sunday by all means read on . . .

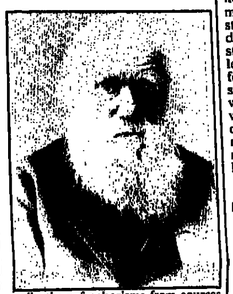
Darwin died on 19 April 1882 and the Centenary Industry is already getting nicely into its stride. It's hardly surprising really because whether or not you accept his theory it is patently evident that he is one of those handful of thinkers that have revolutionized the ways in which we can look at ourselves. Fontana recognize this by including him as a *Modern Master*; for Oxford he is *Past Master*; for Peter Brent he is "one of the great fore runners of modernity". It is interesting that the only names common to all three's lists are those of Marx and Darwin.

For biologists, of course, he is a central figure, like Newton in physics, whose importance it is impossible to overrate. His theory of evolution by natural selection gives coherence to an otherwise irrational collection of data and I think it is fair to say that nearly all orthodox biologists believe that in essence Darwin was right. Of course there are all sorts of minor difficulties but more remarkable than these is the way that data unavailable to Darwin – for example Mendel's or more recently Watson & Crick's – not only fits the framework of the theory but further supports it. Thus DNA, as Jonathan Howard puts it, "embodies in a pure chemical substance the three Darwinian conditions for evolution: heredity from the accuracy of self-replication, multiplication from the fact of self-replication, and variation from the rare inaccuracies of replication". Moreover "since the genetic code is arbitrary and, so far as is known, absolutely unconstrained by chemical necessity, the only reasonable explanation of its universality is that it has evolved only once". It is worth stressing all this because Darwin's detractors invariably get a better press than his supporters, even where their objections have not been subsequently confirmed.

Now to these three books. Peter Brent's is about Darwin the man: it's a full-blown biography, weighing in at 536 pages and its style is frankly journalistic. The opening purple passage is remarkable – "The boy is sturdy, high-complexioned, with fine, chestnut-coloured hair now in some disarray . . ." It is inevitable, I suppose, that although Darwin's life is copiously documented (an autobiography; all the notebooks; and innumerable letters – 5 volumes published to date!) the kind of detail that a biographer like Mr Brent wants has to be lacking. What is amusing, though, is to see him catching himself at it – "it cannot have been otherwise . . ."; or "one seems to see her, candle-lit, drooping over the paper . . ."; "it must have seemed to Darwin". All good clean fun and if you want a big read while you've got the 'flu and can afford £12.50, this is the book of you. But beware: the author's ignorance of biology comes through in a number of places and sometimes he is downright wrong.

Wilma George's much shorter book considers Darwin the biologist. Here we find summary accounts not only of his studies on evolution but also those on insectivorous plants, on earthworms, on orchids and on barnacles. The diversity of Darwin's interests will surely surprise some readers and to this extent this book may serve a useful purpose. But, although it seems to be aimed at the layman, he will not find it easy to assess the significance of Darwin from this somewhat inconclusive ramble through his works. The author repeatedly sits on the fence or fails to help the reader interpret Darwin's views and achievements in the light of hindsight. Thus with the barnacle monograph, "Darwin considered he had advanced" – well, had he or hadn't he? (it's certainly not clear from Dr George's text); or "the final blow, *or so it seemed* – to pangenesis . . ." (my italics) – you mean it wasn't really wrong after all?

Nowhere is this more apparent than in the last chapter, a bizarre collection of aphorisms from sources mostly unlisted in the bibliography that are left hanging in the air with little or no interpretation. It all looks rather like the final rushed notes for some lecture and the whole book seems to have been hastily written. It would be nice to think the author was suffering from jet-lag when she wrote it, or had some similar excuse, but what were her editors doing?



Fortunately, however, we have the exemplary text of Jonathan Howard. In just 101 pages (including an index!) he sets out the significance of Darwin's contribution to knowledge with a quite extraordinary clarity and precision. Like Bela Bartok's his is a style "more of bone and muscle" and it is a pleasure to see ideas handled so lucidly and compellingly. Having dealt succinctly with Darwin's life, he introduces the ideas of species, adaptation and evolution current at that time and then gives an enviably clear exposition of the arguments and observations underlying the theory of natural selection. He also discusses sexual selection; altruism; the evolution of man; and, finally, the unjustified and dangerous extrapolations of Darwin's theory to the human condition. The theory of evolution, he concludes, "has little if anything to do with ethical prescriptions". I would have liked to see this point made even more forcibly.

So, it's essential reading for sixth-formers and undergraduates, a penetrating account of Darwinism – and you ought to be reading that not this.

## How pleasant to meet . . .

**New Poetry. Edited by David Harsent.**
Hutchinson in association with the Arts Council of Great Britain and PEN £6.50. 0 09 146450 1

**Firebird 1. Writing Today. Edited by T. J. Binding**
Penguin £3.95. 0 1400 6206 8.

These two annual anthologies of new writing in verse and prose inherit a solid tradition. The Arts Council anthology of new poetry has taken over from the one which for many years was put out by PEN; and Penguin's collection of short stories, *Firebird 1*, which was launched this March, is in direct line of descent from the war-time Penguin New Writing series and the Penguin Modern Stories series of the sixties.

Like their predecessors, these annual volumes provide a platform on which writers of all ages and styles appear, the young and unknown standing alongside the most distinguished practitioners. *New Poetry* contains work by many familiar names including Ted Hughes and Peter Porter, while A. S. Byatt, Angela Carter, Graham Greene and William Trevor all have stories in *Firebird*. That collection also includes a gentle, reflective tale of his native Scotland by Douglas Dunn; a writer who is more widely known for his verse.

Two of the younger contributors to *New Poetry*, Simon Rae ("Elegy for Dead Elms") and "Home Counties Maye" and Michael Hoffman ("Nights in the Iron Hotel") whose titles explain the opposite poles from which they work, have poems in Faber's *Poetry Introductions: 5*, published this spring. That occasional publication confines itself to the work of some half dozen new poets, giving each one sufficient space to show the main direction of their verse; whereas *New Poetry*, which has 53 contributors only has room for one or two poems at most from each of them.

By tradition the poets are represented in alphabetical order and this system has been followed by T. J. Binding in *Firebird 1*. That arrangement means that no editorial distinction is made between new and established writers, and it also makes for ease of reference; but I cannot help wondering if the general reader, at whom both books are ultimately aimed, would not have been better served by a thematic grouping.

There are 21 stories in this year's *Firebird*, of which at least three could be labelled "experimental": Ron Butlin's "Scenes from an Opera", James Kelman's "Not Not While the Giro" and Adam Mars-Jones' "Structural Anthropology". There is also a solid group of Irish stories; two drawn out of pre-war central Europe; and several that are really projections for possible novels rather than true short stories, although only Graham Greene's "On the Way Back" makes that intention clear.

The bulk of the work in both books naturally represents the main preoccupations of their respective editors. It is the policy of PEN and the Arts Council to choose the selectors for *New Poetry* from among established poets and to change them annually. Those who were impressed, as I was, with the modest precision and individuality of David Harsent's *Dreams of the Dead* (OUP 1977), will not be surprised to find him selecting verse that reflects these strengths.

T. J. Binding is unknown to me, and although he allows lavish space for the biographies of his contributors, he is totally reticent about his own life and work. From his choice of stories however, it would seem that he shares David Harsent's approach, shunning anything that carries any trace of the spuriously romantic in its content, or which is in any way derivative or flamboyant in style. The most accessible stories in this collection, and on the whole those that are the best made, present, in a fairly low key, the tragedies arising from the appalling difficulties of communication between people who should be close to one another, husbands and wives, parents and children. It is the central theme of William Trevor's "Sinned against and Sinning", and of the brief and beautifully shaped piece by Jonathan Steffan, one of the younger and more unknown contributors. I shall now look out for more work by him, and in making introductions such as this, T. J. Binding has fulfilled one of the main purposes of his anthology.

**Shirley Toulson**

## Labour for sale

Chattel slavery in its overt forms has now been almost totally abolished in most parts of the world. There are still, however, many forms of bondage whereby workers are in effect still slaves in the sense that they are legally required to provide their forced labour for the enrichment of someone else. Just as the pawnshop was for generations the only means whereby the working class could obtain cash apart from wages, so do many workers have to "pawn". not material possessions, but their own labour in order to survive.

Such debt bondage is a global phenomenon and it is presented as such by Judith Ennew in her Debt Bondage, a survey published by the Anti-Slavery Society £1.50 (0 900918 14 4) and available from Third World Publications, 151, Stratford Road, Birmingham, B11 1RD. The emphasis is on agricultural communities for that is where this social evil is most frequently encountered.

The book has an excellent bibliography which increases its value as a source for development studies or economic geography.

**Tom Hastle**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**Dinosaurs; Flags; Horses and ponies; Motorcycles; Spacecraft; Stars and planets; Tanks; Warplanes.** Granada £1.95 each (Granada Guides).

As an opening puzzle we have eight paperback "Piccolo Originals", published by Pan, which turn out to be the same as eight hardbacks published by Kingfisher Books – with both having as copyright owner a third company, Piper Books. All of which serves as a warning to be watchful in these days of joint publication, for it is very easy to double-buy unwittingly.

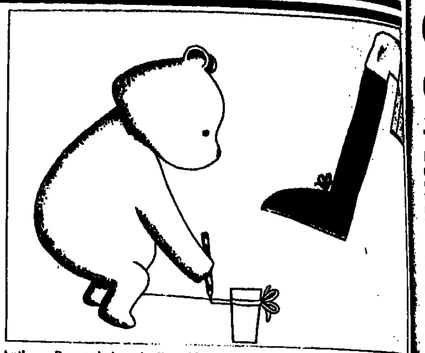
Having established that what seemed 16 titles are really eight, how to evaluate these Factbooks? If I say that they would be popular in a prison library which I assist, this should not be taken as a reflection on the prisoners or the publishers. Appetite for facts is not confined to the primary age group, and adult readers might be less confused than more literal-minded children by some of the content. They would certainly welcome the handy size, varied page layout and clear illustrations. And a whole range of buyers are going to find £1.25 for Piccolo paperbacks an attractive price.

It may be that we are edging to a time when – as with wine – price dictates the choice of product: so, schools will look for information books costing less than a specific sum rather than books on specific subjects. Until we are quite there let us continue to look for marks of quality: a liveliness and vigour in the writing, a clarity in the illustrations, a rapport with the readers. What we notice immediately in the Piccolo/Kingfisher series is the unevenness in the writing. Take, for example, *Early man*, which opens unexpectedly with Bishop Ussher's announcement in 1650 that God created the world in 4,000 BC, and gains our attention at once. Much of the book reads like a series of stories told with zest, and *the reader is skilfully drawn into the uncovering of life in the past. Weapons and warfare*, on the other hand, suffers from giving too many facts and not enough explanations, the result of attempting too detailed a coverage. This book is also marred by several instances when illustrations do not match accompanying text, or when text has had to be adjusted to match the pictures available.

The authors try, in general, to engage with the reader, but one does wonder what reader they imagine. Consider how much you need to know to make use of statements like: "The battle of Lepanto was the high point of the Moslem Turks' advance into Christian Europe" or "The planets keep within this narrow band because they circle the sun in elliptical orbits on a roughly flat plane". Is this the same reader for whom another author in the series writes: "Some dinosaurs were four-legged giants, bigger than a bus; others, two-legged dwarfs no larger than a goose"?

It is presumably coincidence that brings a very similar hardback series from Granada, with eight titles covering much the same ground as Factbooks – dinosaurs, spacecraft, stars, tanks – and an almost identical format. Type face of Granada Guides is a little bolder, the range of illustration techniques less varied, the captioning less clear, but these are fine distinctions. Readership of Granada Guides is identified as "children of all ages", but there is little in the presentation specifically for children. The text would not be out of place in an adult series. Much of it is dense, with the facts so close-packed that there's little room for thoughts to develop in between. Sometimes information is so compressed that its point is lost. Take, for example, from *Tanks:* "The warning signals of the Spanish Civil War were ignored, so when Germany attacked France and Poland in 1939 the lessons of Blitzkrieg were learnt" or, from *Stars and planets:* "The Earth has a magnetic field which extends out into space to form a magnetic bottle termed the magnetosphere".

By now you may have built up a picture of Factbooks and Granada Guides. Designed for a wide audience, these are punchy information books with plenty of illustrations and texts which make few concessions to young readers. I see them as new-style pocket books, good for enthusiasts, a current equivalent of those old collectors' favourites, Observer Books, and, like them, potential spanners of the children's and adult markets.



Anthony Browne's hero in Bear Hunt, now in paperback (Hippo 95p), is always quick enough on the draw to escape trouble. Here a hunter is about to encounter an instant trip-wire. A witty yet simple book, full of surprises.

Children's literature

# Junior story time

**Mr Browser and the Comet Crisis. By Philip Curtis.** Andersen Press £3.95.
**Raging Robots and Unruly Uncles. By Margaret Mahy.** Dent £3.95.
**Magus the Lollipop Man. By Michael Mullen.** Canongate £4.95.

It is often said that there is a dearth of good books for the seven to ten age-group and these three volumes will do little to refute the statement. All three are pedestrian efforts, lacking a strong or credible story-line to carry forward young readers who still find it something of an effort to cope with a whole book of print. There is some leavening of humour, of the slapstick variety, but even this is self-conscious so that one senses the authors looking back over their shoulders to seek teacher's approval for jokes and vocabulary levels.

Predictably, the best humour comes from Margaret Mahy, who has many, much more successful, picture-books to her credit. *Raging Robots and Unruly Uncles* has at least a strong moral (it is possible to have too much of a good thing) to provide some sense of direction while the exaggerated antics of the two robots, one excessively wicked, the other sickly sweet-natured and good, provide plenty of comic situations as they pursue their quarry, the two Uncles. The robots were devised by the Uncles' brilliant, but rather wise very normal children, as a kind of awful punishment. Unfortunately, Mrs Mahy, having led up to a splendid chase and scene of mass destruction, falls to maintain the pace and the conclusion comes as something of a let down.

Phillip Curtis's *Mr Browser and the Comet Crisis* also poses questions of morality and has, perhaps, the strongest story line. We have, of course, met Mr Brower and the pupils of Chivvy Chase before. In this junior SF tale, earth is about to be colonized by an alien race living in the tail of Halley's Comet. Jason and his parents have been sent ahead to spy out the land and prepare for the mass sedation of all earthlings when the new inhabitants take over. They set up house, posing as "a family from Enfield" and Jason goes to Chivvy Chase Primary School. All would have been well, except that Jason is a wizard at marbles, showing an expertise which is truly "out of this world". Eventually he has to offer an explanation to his new school friend, one of the casualties of "sleeping gas" is accidentally left off and the aliens' cover is blown. There are a few high spots of humour, but really the author is miserably to realize either the potential for farce or the moral implications behind the alien's rejected take-over. The end itself, of the aliens escaping back to their Comet is a rather feeble cop-out, unlikely to appeal to a generation brought up on *Dr Who* and *Blake's Seven*, not to mention *Star Wars*.

*Magus the Lollipop Man* is the weakest story of all. Here we have an attempt at an original fairytale but it lacks any true sense of direction. The lollipop man plants lollipops; the children eat them; Barney Perkins gets better, Little Georgy Wallace gets happier, and Tommy Gloster gets spots. "The Plague of Squire Wickle and the Town Council, and they set about catching the lollipop man and banning the lollipops. But, they have reckoned without the children who stage a mass demonstration. The Squire capitulates, and the whole thing turns out to have been an elaborate charade to make the Squire go back to his family's traditional occupation – making lollipops. There are splendid opportunities for satire here, but the author allows them to melt away like so much candyfloss.

**Valerie Alderson**

# To laugh or not to laugh

**L'Exil et le Royaume. By Albert Camus. Edited by David H. Walker.** Harrap £3.50. 0 245 53508 X.
**Topaze. By Marcel Pagnol. Edited by David Coward.** Harrap £2.95. 0 245 53370 2.

There is no doubt of Albert Camus' importance as a figure in Modern World Literature (the title of the series in which these two volumes appear), but there are additional reasons for his popularity with educational publishers and examiners. The introduction to the six stories in *L'Exil et le Royaume* takes his literary status for granted and stresses the interest of the collection in relation to his other fiction, the reworking of such themes as exile, solitude and the ambiguity of moral choices, and, most of all, the political dilemmas which almost silenced his creative voice during the 1950s. Two of the stories, set in Algeria just before the outbreak of war, end on an equivocal note and were subject to re-writing, illustrating his dilemma as a left-wing *pied noir*.

"Jonas", the story of an artist distracted from his work by external pressures, reveals Camus' frustration during this period. It is meant to support his objection that critics had ignored the humorous element in his work, but in fact shows just the opposite: he did have a sense of irony, but was too much a puritan for real humour. In fact, it was not pressure from outside that threatened his creative work, but his own sense of the importance of the moral, philosophical and political issues that preoccupied him. Students will find much to discuss, but little to laugh at, in Camus' bleak outlook on the human condition.

Pagnol belongs to a different league in Modern World Literature, but reappears with equal regularity on lists of set books. Candidates who have studied his autobiography will know the figure of Joseph, his schoolmaster father, who inspired Topaze, the high-minded *instituteur* dismissed from his post and lured into a career as "front-man" for a corrupt politician. David Coward's introduction to this edition of the play usefully summarizes the history of French education and the ideology of the *instituteur* under the Third Republic, as well as the political scandals which form the background to Pagnol's satire. Like Joseph, Topaze learns that life often forces us to compromise and seldom conforms to the axiomatic pattern of rewards and punishments displayed on the classroom walls. Pagnol's humour is gentle, like his satire, and he confronts us with no urgent problems. The delight in his work derives from his use of the language, and this can be enjoyed and appreciated by most post-O level students of French.

**Robin Buss**

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**METHUEN**

# Diwali to Pentecost

**Assemble Together. By Tony Castle.** Geoffrey Chapman £4.95. 225 66296 5.

More than one obituary has been written for the daily act of worship in school, yet "morning assembly" (whether it be a supposed expression of faith or something much more secular) is still a common enough start to the school day.

Currently the vogue definition is that assemblies should be "celebrations" and *Assemble Together* will help middle and secondary schools to celebrate everything from Diwali to Pentecost, from gypsies to the elderly and from the community to personal integrity. It is a highly organized book, even if its terminology is a little confusing. First come 60 "Prepared Assemblies" which *require* preparation by those conducting them, and these are followed by sixty "Alternative Assemblies" (on the same themes) which are ready prepared and not so much alternative as conventional. Indeed, this second half of the book is very much for those who expect everyone to say "Amen" to Christian prayers. That is not to say that the earlier part is all that radical. It is for use in schools where pop music means Abba or Glen Campbell's "Twenty Golden Greats" and where Kermit's negative Robin singing "Halfway down the stairs" can introduce the point that "Jesus too used to do this".

It is somewhat presumptuous to expect a ready-made assembly (and even the "Prepared Assemblies" are firmly structured) to be suitable for "all sorts and conditions" but for those prepared to buy off the peg *Assemble Together* will save a lot of planning and work.

**David Self**



# Controversial and emotive organs

## Jackie Hardie reviews biological models

Biological models are used to teach the three dimensional structure of organs, and sometimes their orientation in the whole organism. The models described in this article are of the human male and female reproductive organs. Swale Models, and Educational and Scientific Plastics (ESP), are the main suppliers.

Four of Swale's models were examined; these were 27S (the female pelvis), 26S (the male pelvis), and two from the 8 model series of foetus development in the womb – 34S (the seven-month foetus) and 35S (twin foetuses in the fifth month).

The male and female pelvises are life size sections mounted on green plastic backboards (male, 25 x 32 cm; female, 25.5 x 31.5 cm). They can be hooked on a wall or laid flat, so storage is no problem, and they are easy for teachers to hold. However, pupils have to be near them to see the structure details.

The models are moulded from acrylic, unbreakable plastic in fairly realistic colours except for the blood vessels, which are painted red or blue for clarity. The main parts of each model are numbered, to refer to a key. Occasionally the sub-divisions of a main part (such as the bladder) are labelled – but with lower case letters.

Each part is given its Latin and English name. The two parts of the female model are held together by plastic pins; the four parts of the male model are secured by metal ones, which whilst harder to snap off, scratch the painted plastic during reassembly.

In the female, the uterus is whole. When half is removed the model becomes a true sagittal section. That the uterus is "muscular" is clear to see, for it, and all other muscular parts, are modelled to show the fibres and are "meaty" (ie deep red-maroon) in colour!

*In section*, the cavity of the uterus is narrow and almost non-existent. This is an accurate representation and it is good to see a model showing what is rarely indicated in textbook drawings, where the cavity is shown to be wide.

The cervix of the uterus projects well into the vagina – so that the model can be used to show how the diaphragm or contraceptive fits. The separate openings of the urethra, vagina and anus are obvious. Behind the section part of the model in the pelvic cavity the right ovary, oviducal funnel and oviduct leading to the uterus are easy to see.

This should prove valuable in teaching as most girls (and boys) believe each ovary to be much higher, and found near to a kidney. The external sphincter muscle of the anus is also clearly represented. This part of the model could be used to teach the structure and working of muscles.

The male model separates into four parts; the penis splits into two along its length to reveal the urethra, corpus cavernosum and ischio-cavernosus muscle. The bladder is whole, and as in the female, one half can be pulled away. This involves an awkward twisting movement, for it is fixed by a pin just above the pelvis and vas deferens (the label of which is hard to find). The top of the vesicle separates into the fourth part to reveal its folded interior. Particularly clear in this model (at close quarters) is the connexion between the urethra and vas deferens.

Neither the male nor the female pelvis has hair painted on the external parts, but the moulding is rough, so its presence is suggested.

The two models of the pregnant uterus are life size, free standing and mounted on metal supports on a green plastic base from which they can be removed. In "front" view both models show a sectional uterus and a whole foetus. At the "back", oviducts and ovaries are shown and the increased size of the pregnant uterus can be compared with a non-pregnant one by examining the relative positions of these structures here and in the sagittal section.

However, it will be difficult for pupils to visualize the positioning of the uterus in the whole body, and they could get the idea that the whole thing is vertical. In model 34S, the foetus is in the normal position and the umbilical cord and placenta are shown. Part of the placenta is sectioned so that the maternal and foetal parts can be seen.

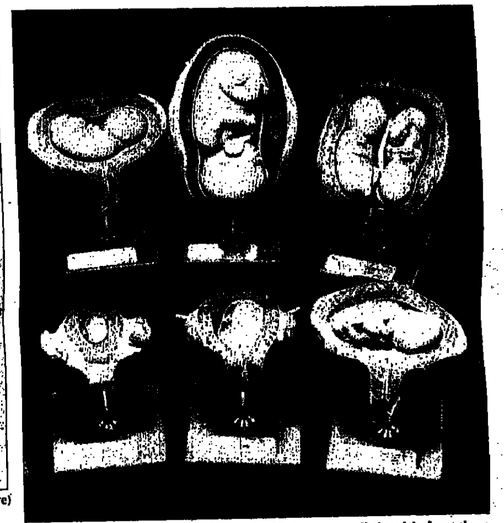
The foetus can be removed to reveal the surface view of the bulk of the placenta, and the branching of the umbilical blood vessels through this is particularly clear. Where the cord is sectioned, the artery and veins are shown. An attempt has been made to show the amnion.

The baby is well modelled; the relatively low position of the ears at the side of the head, closed eyes, lack of curvature of the spine and the foetus position in a restricted space are all useful teaching points. If the whole series of models were available to a teacher and class, measurements of various parts could be made to show how the body proportions change during development.

Model 35S has non-identical twins in their normal position at the fifth month. That they are non-identical is apparent from the separate placentae. In this model, the embryonic membranes are not very clear and some confusion might arise over the structures at the neck of the uterus. Here the membranes seem to be painted and modelled to join on to or fuse with the uterus wall: rather than go alongside it.

ESP's model SAM 1231 is the worst biological model I have ever seen. I asked three colleagues, two male and one female, to identify it; their only clue was that it was something biological. The two men had no idea; the woman's guess was a developing banana! This is not as ridiculous as it sounds, for the penis of model 1231's male reproductive organ is only half of one, and bright yellow!

**This article is part of a series commissioned by Chelsea College Centre for Science Education.**



Models from Griffin & George (above) and Swale (top and right)

The model, which has neither stand nor key, consists of a penis, bladder, testes and various connecting tubes. The bladder is sectioned and painted speckled orange and maroon, and it has holes that must represent the openings of the ureters. The holes are there because SAM 1231 is really part of another model which is also sold separately.

As the bright yellow penis is cut off above the glans, it will be impossible to teach the structure of the penis' tip. The penis can be pulled off and appears to have two short extensions from the side and two round lumps on the top. They may be the crus of the corpus cavernosum – but as there is no key and as such features are not labelled in the texts normally available in schools, their identity is open to question.

In the middle of the top part of the detached penis is a hole where the "urethra" fits. This is blue and hollow and contains a piece of bent wire (purpose unknown). A few waggles of the urethra tore it at its join with the "bladder", so it is easy to break off; as the urethra is the only way the penis is attached to the rest of the model this could have unfortunate consequences!

Near the bladder there is a purple prostate gland and two seminal vesicles that are purple and yellow-green. A white plastic coated wire more than 40cm long represents a vas deferens and seems to open at one end into the seminal visicle and at the other into a testis. This is sectioned and its connective tissue is white, the lobules dark red.

The epididymis is maroon and light green, but painted so carelessly that its relationship with the vas deferens is impossible to work out. In the model the testis should be permanently fixed to the vas deferens – but just one twist separated the two. So, as well as being inaccurate, poorly modelled and painted, SAM 1231 is also fragile!

Model DOM 40's two parts are made of flexible hollow plastic; one is a sagittal section through a woman's pelvic region and the other her complete reproductive organs and urinary bladder. Both can be stored on a plastic coated wire rack.

The section is 23 cm wide and 24.5 cm high. The colours used are not life-like but they do make it easy to distinguish the organs. There is a black and white key drawing, but some features, like the clitoris, that are shown on the drawing, are not visible on the model.

The second part of the model is also sold separately but, standless, like SAM 123m. If the side of this model's bladder is removed the orange and maroon speckled interior, and its yellow painted "trigonum" and the blue "orifices of the ureter" and "internal urethral orifices" are seen. The anterior surface of the uterus is cut away to show the cavity.

The vagina is left whole and at its uterus end there is an attempt to show its folded lining – but if you look up the vagina its inside is an unpainted, untreated rubber tube. The ligaments of the ovary and oviducts are shown in blue, but the entry of the tubes into the uterus cannot be seen.

SAM 139 is a sagittal section of the male pelvis mounted on a backboard and measuring 30 cm x 35 cm. All parts are shown true to the section, but this makes the connexions of various parts unclear. The vas deferens, for example, is shown as two bits, and not as a continuous tube leading from the scrotum up to near the bladder.

Like the other ESP models the colours are unreal; here skin is bright yellow, the scrotal septum blue, and the public symphysis green. On the model are black identity letters; however the detail of the labels (for instance the "dartos fascia" and "bucks fascia" of the penis) does not correspond with the accuracy of the model.

DOM 47 is the whole female pelvis, and shows the major organs of the urinogenital system. The model is mounted on a hinged metal support on a wooden baseboard, and it can be tilted.

There are two kidneys, held in place by metal hooks passing from the backbone to their white plastic ureters. These were discoloured where the metal rubbed. One kidney is whole and the other is cut in half longitudinally. In this the blood supply and tubules were painted carelessly.

The ureters lead to the bladder, and they and their kidneys can be pulled away from it. However, as the ends of the ureters are rough with metal wire protruding, the detachment may not have been an integral part of the model design! The bladder, uterus and rectum are all whole and contained within the pelvic cavity, and they too can be removed. It is hard to distinguish these three organs as they are all painted the same shade of red. It proved impossible to return these parts to their original position. There is another detachable part – a strip of plastic, on which the separate openings of the vagina, urethra and anus are painted, held by a black plastic button across the lower part of the model – I never relocated this!

It is obvious that models such as these, that may be used in the controversial and emotive area of sex education, must be selected with great care and used with discretion and tact.

Many teachers are aware of the difficulties children have when trying to find out about their insides. Teachers should avoid using models that will compound the confusion. It is recommended that all models are viewed before purchase. Cost, in this case, is not an indication of quality.

**Educational and Scientific Plastics Ltd. All available from Philip Harris Ltd, and Griffin and George Ltd.**

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| *Sagittal Pelvis* | £101.25 |
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**Swale Models Ltd, PO Box 3R, Rochester, Kent. ME1 1TB.**

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# resources

# Simplicity of spirit

## David Self on materials for religious studies

**Vision 3; Vision 4.**
By Ian Wragg, David Day and Peter White.
Lutterworth Press. £3.95 each.

Just what you need if you wish to evangelize slow learners in the secondary school are *Vision 3* and *Vision 4*, the latest two packs in this series of Christian worksheets from the Lutterworth Press. Each contains 15, illustrated, four-page sheets providing some simple teaching material.

There are also topics for pupils to find out more about, though the intended users of these sheets may need more than a little help in finding out how long it takes to make a television cartoon, or in discovering much about one Major Dudley Gardiner of Calcutta, or even about Martin Luther King.

Of course it is fiendishly tricky to explain or even to explore abstract spiritual concepts in simple language and the authors of *Vision 3* and *Vision 4* (the first two packs were for younger pupils) deserve praise for attempting to cover this area for remedial pupils.

Sheets like those on suffering ("Why should it happen to me?" and "It isn't fair!") are certainly brave attempts at almost intractable problems. However, occasional sheets, such as "Jesus and 007" are merely crass. A naive comparison of these two heroes (both of whom may appear to young people to exist only in books) is no way to show that Jesus, unlike Bond, is not make-believe, and that Jesus must be admirable because people followed him.

Not surprisingly the more successful sheets are those which tackle social and practical issues. The leaflets on rebels and protest, the need for rules, money, "Fair shares for all" and the need to help charities are all unexceptionable. So too is a particularly sensible one called "Bright City Lights" which points out the problems of trying to live on your own in London.

In the accompanying teachers' leaflets, the authors stress that these packs "are not meant to constitute a syllabus or sequential scheme". They will however be a useful resource for many less sophisticated secondary groups, and for some top primary classes.

Despite the presence of a sheet on the Jewish Passover, the demythologizing of Heaven and Hell and the admission that being a Christian does not make life easy, the underlying emphasis and the questioning do not offer a genuinely open approach. The packages are undoubtedly pro-Christian and, were this partisan style to be used in political education, the outcry would be vociferous.

**Stories from the Old Testament.**
Volume 2. By R. H. Lloyd. C60 cassette and booklet
Routledge & Kegan Paul. £6, plus 90p VAT

Some eighteen months ago I gave what might just be described as a qualified welcome to the first volume of *Stories from the Old Testament*, a cassette tape containing four semi-dramatizations of stories about Solomon, Naboth and Belshazzar. To say that volume two is an improvement might be seen as damning with faint praise.

This tape follows the same format as its predecessor. There are four sections, each about 10 minutes long. They re-tell the familiar stories of King David, Saul, Bathsheeba and Absalom.

The accompanying booklet summarizes the tape's contents, and suggests comprehension questions and discussion points on related themes such as jealousy, friendship, revenge, forgiveness and leadership. These notes are particularly successful in showing that the Old Testament is neither mere history nor mythology but rather a source of relevant and challenging material.

Technically, this second tape is a considerable improvement on the first. However it must be said that the tape relies heavily on non-dramatic narration and the listener is forced to wonder whether the actors are professional, or have had any training in radio techniques. Their performances do little to disguise the stilted dialogue of the script.

Among the recent publications from the ILEA Learning Materials Service is the ABC frieze, a full colour alphabet which can be used as a concertina book or displayed along a wall, at its full length or in sections. The letters are shown in photographs of children, part of something they are wearing or doing, or perhaps making, in materials such as clay.

The teachers' notes suggest traditional games and activities such as skipping rhymes, as well as ways of investigating the alphabets of the other languages to be found within the classroom group. There is also a section on recommended books and equipment.

The ABC frieze costs £3.50 within the ILEA area and £5.25 outside it. Further information and copies of the frieze can be obtained from the ILEA Learning Materials Service, Highbury Station Road, London N1 1SB.

# Other ways

## by Nick Thomas

**The Way We Live**
Series of sets of 12 colour slides with booklet
Oxfam Education Department, 274 Banbury Rd, Oxford OX2 7DZ

*The Way We Live* is made up of six independent slide sets on different aspects of everyday life around the world. Each set consists of 12 colour slides, which come in strip form.

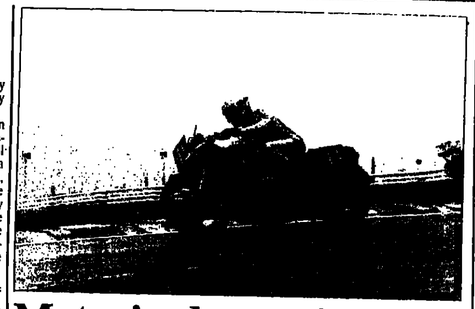
The themes are oriented towards top junior school classes and 8-12 year olds in middle schools: Clothes, Children at work, Children at Play, Homes, Transport, and Crafts. Each set comes with one copy of the teachers' notes that cover the series.

The slides focus on three main areas: the Indian sub-continent and West Africa – both so often misrepresented in British schools – and Indonesia, which might as well not exist at all for the attention paid to it. The aim is to introduce children to "the diversity and ingenuity of man's (sic) response to different environments".

The producers are concerned to combat the "First World chauvinism" which is prevalent in schools. This may be quite separate from racism as such: it rests on the assumption (widely shared unfortunately by the Third World itself) that "modern" high technology is necessarily best.

So these slides and their notes are constructed around the ideas that people everywhere respond to the same central problems of life in many different – and effective – ways; that simple, appropriate technology is often the best and most satisfying approach.





# Motorised puppies

## Anne Barnes reviews a series for bikers

**CONTINUING EDUCATION**
**Sorry mate, I didn't see you**
BBC 2. Thursdays 6.35 pm. Book, £1.50.

"Sorry, mate, I didn't see you" is what motorists traditionally say as they extricate shattered motorcyclists from disaster. This series sets out to illustrate both the hazards and the fun of riding a motorcycle in today's traffic conditions.

The first programme emphasises the motorcyclist's special need for understanding road conditions, for observation, and above all for consideration for other road users. His vulnerability is stressed, but so is the superiority of his skill.

Unlike the car driver, the biker is not sitting in an armchair. Not for him is the protection of the family saloon, the enclosed bubble in which the driver sits insensitive to the real stuff of roadmanship. Motorcycling is seen as exciting not because it is risky, but because it is *real*.

Some wonderful photography bears this out. The drama of the Brands Hatch racing track and the stop-go tension of the traffic queue in the Western Avenue are seen from the angle of the biker's goggles. As the commentary explains, the track is a lot safer than the avenue.

However, this is not simply a programme about safety, but about the fineness of a skill. This is not seen simply as a matter of training schemes. The glimpse of a conventional trining ground is humorous – the instructor shown in Barbara Woodhouse drag, promising "wheelies" to a line of bikers bounding around like motorised puppies.

Other programmes deal with more specific topics. There is one about a scrambling meeting, another about making sure that the bike and its rider are fit for the road. There is one about the official driving test and how it could be improved.

One whole programme will be devoted to techniques in cornering, with an ex-policeman commenting. Stunt rider Dave Taylor, the "wheelie king", is featured in the last programme.

This series could be used by youth clubs, schools, training clubs – in fact anyone who likes the idea of motorbikes. It looks good, the commentary is clear and not priggish, and it makes motorcycling seem both romantic and somehow staid at the same time. To accompany it, the BBC have published a book with the same title, subtitled, of course, "a survivor's guide".

# Rocks and structures

## by Harold Appleton

**FILM/VIDEO**
**Learning about rocks. Looking at rocks**
Shell Educational Service. Shell UK Ltd, Shell-Mex House, Strand, London WC1. Free loan.

*Learning about Rocks* is an attractive film in excellent colour, ranging in scope from some igneous rocks, with their related scenery, to sedimentary and metamorphic rocks and structures.

Some of the minerals and economic uses of the rocks are touched upon, and all within the 13 minutes of the film. Obviously not much detail is given, but the story flows smoothly and the commentary is clear and good.

*Looking at Rocks* attempts in 14 minutes to relate rock types and their order and mode of formation to an introduction to simple stratigraphy. The sequence dealing with the Jurassic of Yorkshire has scenic shots, fossils in situ, rocks and structures and attempts to provide an environmental study which contrasts with the igneous and sedimentary sequences of the Ordovician of Snowdonia.

The second section includes the faulting, folding and metamorphism resulting in the slates f the Penrhyn Quarry. The effects of glaciation are also illustrated, with excellent views of glaciated valleys.

The reference to field work is unfortunately restricted to a field lecture, mainly about geomorphology, with a small group of pupils sitting on a hillside whole the teacher points out distant features. It would have been more useful if the pupils had been engaged in personal observation and recording, working at the face of an exposure.

The teachers' notes given brief comments about the intention of the film, ideas for additional work, and a good booklist.

These two films could be shown to prospective O level or CSE candidates, to give some idea of the scope of the work. They could be shown again a year later to provide some encouragement, since, by this time the films would have a much greater meaning. This second showing would also draw together some parts of the syllabus which, at the earlier stage, might seem unrelated.

# Briefings

## Radio and tv

## Open University

*Women, beware Women* (Saturday, 13.05, BBC2)

An excerpt from Thomas Middleton's drama of tragedy and revenge. Uses court masks to illustrate the changing culture of seventeenth century England.

*Who Do You Think You're Talking To?* (Saturday, 14.45, BBC2)

The series on "Systems Organization" continues with improvized confrontations.

*Games and Festivals* (Monday, 7.30, BBC1)

Visits Olympia and Delphi, site of the ancient Pan-Hellenic Games. Shows what the games were like with the aid of pottery and coinage from Nemea and Isthmia.

*Birdsong and Sonograms* (Tuesday, 23.20 LVHF 3)

Looks at an important technique for the analysis of birdsong, and shows how it is applied in ecological studies to determine territorial behaviour and habitat selection among a range of birds.

*Dickens and Balzac* (Sunday, 00.20, Thursday, 24.00 VHF 3)

Arnold Kettle discusses the relationship between Balzac and Dickens, examining in particular a translation of Balzac's *Cousin Bette*.

## CE and general interest

*Action Special* (Monday-Friday, 16.45, Radio 1)

Dave Lee Travis presents special daily bulletins on the options open to youngsters leaving school for the dole queue. Back up material is available from Action Special, Freepost, London WC1V 6BR.

*Jeans, Mind and Culture* (Wednesday, 19.00, Radio 3)

If genetic heritage and cultural behaviour are linked, there is no room for God in the shaping of morals, Edward Wilson of Harvard discusses his theory with theologians and geneticists.

*A World in Common* (Wednesday, 19.45, Radio 4)

Eight documentary programmes on the relationships between the developed countries of the North and the developing countries of the South. Asks how interdependent are North and South, and what are their responsibilities.

*Sorry mate, I didn't see you* (Thursday, 18.35, BBC2)

Reviewed on this page. This week, contributions from motorcycle policemen, a doctor and Tom Monaghan, author of the accompanying book.

*I, Shakespeare* (Thursday, 19.30, Radio 3)

Dramatized documentary avoiding the life and times of Shakespeare to mark the traditional eve of his birth and death. Compiled and written by Dr John Wilders of Worcester College, Oxford.

*Modern Russian Writers* (Friday, 23.00, VHF 4)

Solzhenitsyn's novel, *Marriage's House*, concludes this study of the works of famous Russian writers.

## Today's fourpennoth

*Fourpence a Day*, on BBC 1 at 4.15 pm today, is a musical documentary about child labour from Victorian times until the 1930s. There are three presenters, a five-piece band and a studio audience of children who join in the choruses and play the parts of miners, chimney sweeps and machinery. Above, Chris Tranchell.



# Classified Advertisements

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**HEADSHIPS**
For September 1982
TEMPLE SUTTON COUNTY JUNIOR SCHOOL (GROUP 5)
Eastern Avenue, Southend-on-Sea
PRIORY SCHOOL (GROUP 4S) (MALAD)
Burr Hill Chase, Westcliff-on-Sea
**Re-advertisement**
CHIGWELL COUNTY PRIMARY SCHOOL (GROUP 4)
High Road, Chigwell
Closing date: 30th April, 1982.
Application form and further details from (foolscap s.s.e. required) County Education Officer, Thrasdneedle House, Market Road, Chelmsford, Essex CM1 1LD.
**Re-advertisement**
DOVERCOURT ALL SAINTS C OF E (AIDED) PRIMARY SCHOOL (GROUP 3)
Main Road, Dovercourt, Harwich
Closing date: 30th April, 1982.
**Application form and further details from (foolscap s.a.e. required) Area Education Officer, Park Road, Colchester, Essex CO3 3UP.**

ESSEX County Council

**NORFOLK**
**HEADS**
for
**DISS Junior SCHOOL (Group 5)**
**MARHAM AIRFIELD County FIRST SCHOOL (Group 3)**
Application forms and further details from the COUNTY EDUCATION OFFICER, COUNTY HALL, NORWICH NR1 2DL on receipt of a stamped, addressed foolscap envelope.
*Closing date for applications – 30th April, 1982.*

### Nursery Education

#### Headships

**BARNET**
LONDON BOROUGHOF BARNET
Required September, 1982: ORAHAME PARK INFANTS' SCHOOL
Lancers Avenue, Orahame Park, NW9 5PN
Roll: 187
Experienced Nursery teacher to lead the Nursery team in this new 3/4 full-time equivalent purpose built Nursery Unit. Scale 2.
GOLDBEATERS J.M.I. SCHOOL
Aldwych Road, Edgware HA8 0QA
Experienced teacher in charge of Nursery Unit. Scale 2 available for suitable candidate.
In approved cases assistance may be given towards the payment of removal expenses and separation allowance.
Application forms (s.a.e.) obtainable from The Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned by the 30th April, 1982.
Teacher by 30th April, 1982. (45104) 110016

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
Invite applications for the following
HEADSHIP
PURLEY NURSERY SCHOOL
Tenable 1st September 1982
Salary: Head Teacher Group 2 plus London area allowance of £498
Reasonable removal expenses will be reimbursed (details on request).
Application forms and further details from the Director of Department Education (P.A.6), Taberner House, Park Lane, Croydon, CR9 1JT. Telephone: 01 686 4455 Ext. 2474.
To whom application forms should be returned by Friday 30th April, 1982. 100010 (45163)

### Primary School Education

#### Headships

**BUCKINGHAMSHIRE**
COUNTY COUNCIL
BIERTON C.E. (VC) COMBINED SCHOOL
Near Aylesbury
HEADTEACHER required from September 1982
Present Roll: 90 Pupils aged 5 - 12
Group 3.
Assistance with removal expenses given in approved cases.
Application form and further particulars (S.A.E. please) from Education Officer, Education Department, HP20 1UU. Closing DATE: 4 May 1982. 110010 (37848)

**CUMBRIA**
COUNTY COUNCIL
BRAITHWAITE C OF E SCHOOL
Braithwaite, Keswick
Voluntary aided, mixed 4 - 11 years, 60 on roll. Group 3.
Required for September 1982 a HEAD for this Village Primary School. Practising Communicant member of the Church of England preferred.
Further details and application forms from the Assistant Director of Education, Union Street, Scotch Street, Whitehaven, to whom completed forms should be returned by 30th April, 1982. 110010 (45893)

**CUMBRIA**
COUNTY COUNCIL
DEAN GIBSON R.C. SCHOOL
Stewart Avenue, Kendal
Aided voluntary aided school 4 - 11 years, 214 on roll. Group 2.
HEADTEACHER
Applications are invited from suitably qualified and experienced teachers. A fully committed practising Roman Catholic would be preferred for this post.
Application forms and further particulars are available on request from the Assistant Director of Education, Alpha Whitfield Institute, Abbey Road, Barrow-in-Furness, to be returned within 2 weeks of the appearance of this advertisement. 110010 (45465)

**EAST SUSSEX**
COUNTY COUNCIL
GROOMBRIDGE ST. THOMAS C.E. (AIDED) PRIMARY SCHOOL
Groombridge, Near Tunbridge Wells, Kent.
Applications are invited from communicant members of the Church of England for the post of Head Teacher of the above school to take up appointment from 1st September, 1982 or January, 1983.
Application forms and further details are available from the County Education Officer, County Hall, St. Anne's Crescent, Lewes, BN7 1SG (s.a.e. please). Closing date 30th April, 1982. School house accommodation will be available. (45503) 110010

**GATESHEAD**
METROPOLITAN BOROUGH OF GATESHEAD
DEPARTMENT OF EDUCATION
R.C. PRIMARY SCHOOL
Burnopfield, Newcastle upon Tyne
HEAD TEACHER - Group 3
Date to commence September 1982.
Applications are invited from suitably qualified candidates for the following vacancy.
Further particulars available from the Director of Education, Education Offices, Prince Consort Road South, Gateshead, NE8 4HR. Completed forms to be returned to Secretary, Sacred Heart Presbytery, Byermoor, Nr. Consett, Co. Durham upon whom NEED AND by not later than 23rd April, 1982. 110010 (37717)

**HAMPSHIRE**
OAKLEY COUNTY INFANT SCHOOL
Oakley, Basingstoke RG23 7LZ
Headteacher - Group 4
S.A.E. for application form/further details to Area Education Officer, Alton Area Office, Wote Street, Basingstoke RG21 1LU. Closing date for receipt of completed applications 30th April, 1982. 110010 (45566)

**UNIVERSITY OF LONDON**
Applications are invited for the following posts in the Department of Education, Institute of Education, 20 Bedford Way, London WC1H 0AL.
**Lecturer in Education (Primary)**
Salary: £6,630 - £10,125 (under review)
Duties: To teach on undergraduate and graduate courses, to supervise research and to undertake administrative duties.
Qualifications: Applicants should have a good honours degree, a teaching qualification and experience in primary education.
Closing date: 30th April, 1982.
**Lecturer in Education (Secondary)**
Salary: £6,630 - £10,125 (under review)
Duties: To teach on undergraduate and graduate courses, to supervise research and to undertake administrative duties.
Qualifications: Applicants should have a good honours degree, a teaching qualification and experience in secondary education.
Closing date: 30th April, 1982.
Further particulars and application forms may be obtained from the Secretary, Institute of Education, 20 Bedford Way, London WC1H 0AL. Telephone: 01-636 1500 Ext. 2.

The Borough is within easy reach of Central London and bordered by Epping Forest.
**Required for January 1983**
**CHASE LANE JUNIOR SCHOOL**
**York Road, Chingford E3 8LA**

**Head Teacher Group 7**

**Salary £11,703–£12,810 plus £498 Outer London Allowance Projected Roll 455 January 1983.**
Applications are invited from well qualified and experienced teachers for the Headship of the above school.
Closing date 30th April, 1982.
**Application forms obtainable (on receipt of s.a.e.) from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 6QJ.**
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Waltham Forest

City of Coventry
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Applications are invited from experienced teachers for appointment to the Headships of the following Primary Schools:
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MOUNT NOD J. & I. SCHOOL – Group 5
PARKHILL J. & I. SCHOOL – Group 5
POTTERS GREEN J. & I. SCHOOL – Group 5
SOWE VALLEY J. & I. SCHOOL – Group 4
ST. BENEDICT'S R.C. J. & I. SCHOOL – Group 4
Application forms and further particulars from Director of Education, New Council Offices, Coventry CV1 5RS (Tel. No. 0203 25555, Ext. 2104) returnable by 30 April, 1982. In the case of St. Benedict's R.C. J. & I. School, applications should be returned to the Chairman of the Governors, Rev. C. J. Thornton, St. Mary's Presbytery, 52a Raglan Street, Coventry. Canvassing automatically disqualifies.
coventry

### PRIMARY HEADSHIPS
continued

**KENT**

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
Appointment of Head Teacher
THE HOLY FAMILY R.C. PRIMARY SCHOOL (AIDED)
Bicknor Road, Park Wood, Maidstone ME15 9PB
Group 5 Roll 240
Applications are invited from suitably qualified and experienced Catholic teachers for the post specified. Head Teacher. It is hoped to make an appointment for September, 1982.
Application forms and further particulars are obtainable from the Divisional Education Officer, Mr. P.A. Tomlinson, M.A., Astley House, Hastings Road, Maidstone, Kent. ME15 7BG, and should be returned to the Chairman of the Governors, Revd. Father P. O'Leary, The Holy Family Presbytery, Bicknor Road, Park Wood, Maidstone, Kent. ME15 9PB not later than 20th April, 1982. (Previous applicants need not re-apply as they will be considered. (48541) 110070

**KIRKLEES**

METROPOLITAN COUNCIL
WEST VALLEY (CE) (VC) JUNIOR & INFANTS SCHOOL
Crowtrees, Scapegoat Hill, Huddersfield HD7 4NW
(ref 043)
Applications are invited from suitably experienced teachers for the HEADSHIP of this GROUP 1 school which caters for the age range 5 - 10 years. The appointment will date from 31st August 1982.
Further particulars and application forms (s.a.e.) from the Director of Educational Services (SEP), Civic Centre Annexe 2, Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this notice in the press. (48167) 110010

**LANCASHIRE**

COUNTY COUNCIL
Education Department

CHORLEY ST GEORGE C.E. (AIDED) (Infants) (Girls) Roll HEADTEACHER - GROUP 4

1st September For application forms and addresses to whom completed forms should be sent, send S.A.E. to: The Director of Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ

Closing date 26th April 1982. (50) 110011

**LEICESTERSHIRE**

LEICESTER MERRYDALE JUNIOR SCHOOL

HEADSHIP - GROUP 5

HEAD required January for this well established school in East Leicester which is currently improved and organised. Approximately 270 on roll. Details on request (A.A.M.)

Apply (no forms), with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Leicester, LE3 8RF by 4th May 1982. (48538) 110070

**NORTH YORKSHIRE**

COUNTY COUNCIL
BARWICK PARADE COUNTY PRIMARY SCHOOL
(GROUP 4)
Roll 267
Applications are invited from suitably qualified and experienced teachers for the following headship appointment:-
Please send stamped addressed envelope for application forms and details to County Education Officer, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned not later than fourteen days after the appearance of this advertisement. (47467) 110070

**NORTH YORKSHIRE**

COUNTY COUNCIL
BARKSTON ASH COUNTY PRIMARY SCHOOL
Applications are invited from suitably qualified and experienced teachers for the following appointment:-
Please send stamped addressed envelope for application forms and details to County Education Officer, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned not later than 20th April, 1982.
Applications from unsuitable candidates not re-apply as they will be considered. (48541) 110070

**NORTH YORKSHIRE**

COUNTY COUNCIL
Applications are invited from suitably experienced teachers for the following appointment:-
Please send stamped addressed envelope for application forms and details to County Education Officer, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned not later than 20th April, 1982.
Applications from unsuitable candidates not re-apply as they will be considered. (48541) 110070

**NORTH YORKSHIRE**

COUNTY COUNCIL
Applications are invited from suitably qualified and

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extra

# British Isles survey

**The British Isles. By Philip A. Sauvain.**
Hulton Educational £2.75. 0 7175 0858 7
**The British Isles. By A. V. Hardy.**
Cambridge University Press £3.75. 0 521 22258 3
**Fundamental Geography of the British Isles. By W. G. Moore.**
Hulton Educational £2.95. 0 7175 0884 6
**The British Isles. By W. M. Simmons.**
Macdonald and Evans £4.95. 0 7121 0285 X
**Geography of Britain. By David A. Kirby and Harry Robinson.**
University Tutorial Press.. 0 7231 0810 2

Rapidly changing social, economic and political conditions produce a continual problem for teachers of geography at all levels. It is not only a case of up-dating lesson and lecture notes annually but also the need for continual correction of, and replacement of, class textbooks. So far as the British Isles are concerned the discipline is well served by its textbook authors and no less than five new or revised books have recently appeared for school use at various levels. The approach varies from the systematic ("topic") to the regional and thematic. The spirit of Mackinder, Vidal de la Blache and the modern school are thus all much in evidence in the present day publications.

Regrettably the authors, although geographers, are still somewhat inconsistent with their titles. Four of the five books purport to deal with the British Isles but Eire is completely excluded from one and Ireland is variably treated in the other three. The fifth book studies "Britain" which is taken to mean England, Scotland, Wales and Northern Ireland. A stricter use of the geographic terms is desirable to avoid confusion. The British Isles combines the United Kingdom of Great Britain and Northern Ireland; the Republic of Ireland, The Channel Isles and the Isle of Man: Great Britain combines England, Scotland and Wales, and Britain covers England and Wales. Another general weakness is the frequent omission of graphic scales and north points from maps.

The problem of keeping textbooks up-to-date is well illustrated by the appearance in two of the books of the weather symbols originally used on the now defunct Daily Weather Report. Only one text illustrates the modified symbols used by the BBC in its daily weather presentations.

Philip Sauvain's survey of the British Isles is an elementary text suitable for the beginner. The approach is systematic ("topic") covering both physical and human aspects. The book is enhanced by two colour sketches, diagrams and maps on most pages: these visual aids along with photographs are calculated to catch and hold the interest of the young reader. It is questionable, however, whether the two colour technique (brown and black) should be used where maps are concerned in view of the well established cartographic conventions which pupils will eventually have to learn. One good point is that all the maps carry graphic scales. Questions conclude each topic.

We next have three books all catering for O level and CSE level candidates. A. V. Hardy's *British Isles* is a new edition of a book first published in 1973. The treatment is systematic ("topic") in the Mackinder tradition with up-to-date statistics and commentary on the changing face of the British Isles. Ireland (North and South) is treated separately for Agriculture and Industry. Over 150 maps (most with graphic scales) and diagrams, together with 70 monochrome photographs support a well written text, and there are questions and exercises at the end of each chapter.

W. G. Moore's *British Isles* is a new 1981 O level publication where the approach is fundamentally regional. Introductory chapters cover physiography, weather, climate and energy, and concluding chapters deal with the distribution of population, communications and trade: but the main body of the book is a step by step investigation of the regions of the British Isles in 19 chapters. Ireland is dealt with in its two political entities: the Channel Islands receive separate consideration but there is no mention of the Isle of Man. Numerous maps (most with graphic scales) diagrams and monochrome photographs again support a concise text and exercises conclude each chapter.

W. G. Simmons *British Isles* is a fourth new edition of a well established O level book first published in 1965. The treatment here is largely systematic although there are introductory chapters on "The Highlands", "Scarplands", "Lowlands", "The Coast", "Climate and Vegetation" of the British Isles. No attempt however is made to cover the Republic of Ireland systematically although there are incidental references thereto. Although well illustrated with maps (most with graphic scales) and photographs the emphasis in this book is perhaps more on the text: the octavo format in fact restricts adequate map presentation. This new edition expands aspects such as water resources, tourism, Common Market links, agriculture and transport which have all experienced substantial change in the last decade. Statistics have all been updated and exercises conclude each chapter.

The fifth book, D. A. Kirby and H. Robinson's *Geography of Britain* is a new publication intended for students taking A level courses in geography, BEC economic geography and general environmental courses. This book has a modern thematic approach with an emphasis towards economic and social problems. Physiographic, climatic, hydrological and vegetational aspects are, however, considered in introductory chapters under the general title of the Human Habitat. Thereafter "Environmental History", "Structural Economic Problems" and "Regional Problems" are considered in some 11 chapters which reflect a wide spectrum of important advanced problems of the last decade. The book is again well illustrated with maps (although not all with graphic scales) and monochrome photographs. Useful references for further reading conclude each chapter. This publication very much reflects the modern aspiration towards application and relevance in geograpic studies: matters of social and economic concern and regional and land use planning bulk large in the text. It is eminently readable and will undoubtedly find a place in sixth form studies. The survey is, however, confined to the United Kingdom.

These five books on the British Isles range from the elementary to the advanced level: their method of treatment gives a choice of approaching the geographic study by either the systematic or the regional route.

**W. G. V. Balchin**

## Comfortable criteria

*continued*

questions, objective items and short essays? They are cautious about the school-based component. Is this to be compulsory? What precisely is meant by "geographical enquiry"? Does it include assessment units of the type at present used by the Geography 14–18 project?

A brave attempt is made to define the attributes of a candidate worthy of grades 1, 3 and 6. We are given a pen portrait of what such candidates will be able to do in relation to knowledge, understanding, skills and values. The problem is that some candidates will be good on knowledge but weak on skills and so on. Pupils don't fit grade descriptions any better than they fit standard sized clothes.

The report is written to a formula and doesn't fire the imagination. None the less it is basically a good report. Geography teachers and those concerned with Schools Council project examinations may be cautiously optimistic about the future. When the responses to the questionnaire are collated the working party will revise its report. The revised version will then be forwarded by the Joint Council to the Department of Education in December.

But time is passing and the boards' subject panels have much to do if the revised report is to be of much use it needs to provide more vigorous recommendations for geography at the end of the decade.

*Patrick Wiegand is a lecturer in education at Leeds University.*


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extra

# What makes a textbook successful?

By **David R. Wright**

There has been remarkably little discussion of textbooks in the writings of geographers. Yet the question, "What makes a textbook successful?", is surely a vital one. No geography teachers' handbook has devoted a chapter to textbook selection for more than 20 years. However, there is an interesting discussion of textbook styles in *Geography and the Geography Teacher* by D. Hall. Hall identifies 17 books and a project, which epitomize "new themes" in geography (see table).

It is apparent that many of the books selected by Hall are markedly unsuccessful, while others, not listed here, are selling in tens of thousands. This article explores the key characteristics of these textbooks, in an attempt to identify criteria for success and failure.

First, there is the fact that only one book out of the 17 in Hall's list has any full-colour photographs. In an era when pupils are accustomed to seeing the world in full colour on television and in magazines, many teachers have made full colour a basic criterion for selection. Thus, for example, books by W. F. Rice (Longmans) and by D. C. Money (Evans) must owe part of their success to the use of full colour.

Several of the books in Hall's table have a second colour, but lurid orange (in the "Location and Links" books), and sombre violet (in the "Certificate Topics" books) are unlikely to appeal to teachers or pupils. In the Oxford Geography Project, green highland (Book 1) and brown sea (Book 3) are likely to add to pupils' confusion.

Second, several of the books listed seem to lack the vital, but almost indefinable, quality of "classroom usability". The Penguin "Human Space" series had imaginative presentation, but the books excluded any exercises for pupils, or even any suggestions for work. In stark contrast, the "New Geography" series by K. Briggs offered non-stop diet of exercises, with no concession to pupil motivation.

These two series represent two extremes: it seems that "New Geography" forgot the interest of the pupils, while "Human Space" forgot the needs of the teacher. Significantly, the OGP – the one big success story in terms of sales – had material that appealed both to the pupil and to the teacher; exercises are interspersed with the text.

Third, there is the problem of language level. Books which may appeal to a lecturer in higher education may be rejected by teachers because the language level seems too difficult for pupils. The good qualities of the OGP were sufficient to outweigh the problems of complex language, but it is nevertheless significant that the second edition advertised simplified language. The Collins series, "Certificate Topics in Geography", had an even more difficult vocabulary and sentence-structure. The books appealed to some adults, but experienced geography teachers doubtless recognized that they were appropriate only for the ablest pupils.

Fourth, the subject matter of the books is a vital item. All the books were innovatory at the time of publication, as the title of Hall's table makes clear. The "Geography for the Young School Leaver" project clearly got the topics right. The geography of leisure, of towns, and of work, had all been neglected areas of the school curriculum, and teachers of urban pupils welcomed the themes. Since most schools are urban, the impact was very great.

"Location and Links" offered a clear thematic structure, which was in tune with the move against regional geography: the series was quite widely welcomed.

The Oxford Geography Project retained a relatively familiar area structure (1. Local; 2. Europe; 3a. Third World; 3b. UK), but by omitting large areas of the world (North America, Australasia, communist world) and abandoning thorough coverage of areas, it offered scope for innovative approaches within a well-known structure. This is another key element in its success. (The same point can perhaps be made for the "Patterns in Geography" series by W. F. Rice.)

Other books were less successful in their choice of topic and approach. The topics chosen by Briggs were similar to the "Location and Links" series, but the heavy emphasis on quantification seemed too radical a change to many teachers. Other books offered relevant topics, but the topic was too small in terms of syllabus-time to deserve a whole book. *Soil Erosion and Conservation* in the Collins series suffered in this way.

The Penguin "Human Space" books suffered from a lack of perceived relevance. Political geography is arguably a central element of all geography, but it is not recognized as such in most schools, and the title, *Where You're At*, in any case failed to convey the topic tackled by the book. Similarly, *Utopia*, an outstandingly imaginative approach to the study of ideals and reality in settlement-patterns, might have been welcome to teachers for courses on urban and rural settlement if the topic had been clearer from the title. And the ever-popular themes of arctic, desert, and jungle were equally hidden by the title *Survival*. None of the three books sold well, but the sales were in proportion to perceived relevance: "extreme" environments are more popular than utopia, while political geography fared least well.

Fifth, cost is a vital factor, but there is no simple link between cost and sales. Rather, it is cost in relation to length of use of the book that needs to be considered: "pence per lesson" is the relevant calculation. For example, the OGP books cost more than double the "Human Space" books, but because they offered a year's use rather than a few weeks' use, their relative cost was less.

Sixth, the question of implicit values should be a key element in selection. The books differ markedly in their values. Those by Briggs are, at first sight, value-free, though it is increasingly recognized that omission of unquantifiable data is a major value-judgment in itself. OGP offers a pro-establishment view of development, and contrasts markedly with *Where You're At*, which is a radical anti-establishment book (it even asks why headmasters have bigger desks and offices than other staff). But in practice there is very little evidence that values are, as yet, a major criterion for selection of books. Perhaps this will become a major issue in the future.

Last, the overall design of the book is an increasingly important criterion for success. The books of Briggs looked dull. At the other extreme, in "Human Space", the group of professional designers had a sufficiently important role for all six of their names to be listed at the back of the books. Unfortunately, they had little understanding of geography, and even less understanding of geography classes. Several pictures, apparently designed for "impact", were virtually no use to teachers of geography. The books which sought major advances in design over most previous textbooks, while retaining a serious and purposeful overall image, were the most successful: once again, OGP is the best example.

These seven suggested criteria for assessing books ultimately need to be subordinated to the question, "How do geography teachers become aware of books, and how do they select

*continued overleaf*

*Figure* 1.6: NEW THEMES 11–16+ AGE RANGE

| *Author/ Editor/ Directors* | *Theme Title* | *Book or Subject Titles* | *Publisher* | *Comment on Sales* |
|---|---|---|---|---|
| R. Beddis and T. Dalton (co-directors) | *Geography for the Young School-Leaver* (Age 14–16) | 1. Man, Land and Leisure<br>2. Cities and People<br>3. People, Places and Work | Nelson for the Schools Council | Success story, in Schools Council's estimation. Some 16+ examinations now based on GYSL. |
| K. Briggs | *New Geography Series* (Age 11–14) | 1. Introducing Transport Networks<br>2. Introducing Towns and Cities | University of London Press (Hodder) | Reprinted when required, but not in "bestseller" league. |
| M. Morgan (general ed) | *Certificate Topics in Geography* (Age 14–16) | Population and Food Supply (Morgan); Soil Erosion and Conservation (Morgan); Weather and Climate (Barrett and Bailey); People, Poverty and Wealth (Merry and Harvey); Water and Man (More) | Collins | Sales slow: not reprinted. |
| J. Rolfe, R. Dearden, A. Kent, C. Rowe and N. Grenyer | *Oxford Geography Project* (Age 11–14) | 1. Local Framework<br>2. European Patterns<br>3. Contrasts in Development | Oxford | Success story; several reprints. 2nd Edition has simplified language. |
| M. Storm and R. Walford (advisory eds) | *Human Space* (Age 11–14) | Where You're At (Goodey) Utopia (Ward), Survival (Wright) | Penguin | Sales slow: not reprinted. |
| E. and M. Walker and T. Wilson | *Location and Links* (Age 11–16) | 1. Introduction<br>2. Farming<br>3. Industry and Communication<br>4. Settlement<br>5. Environmental Problems | Blackwell | Reprinted when required, but not amongst Geography's "bestsellers". |

*TABLE 1*
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# Stresses at 'A' level

By David Hall

After more than a decade of investigation by the Schools Council[1], the decision of the Secretary of State in June 1979 not to replace A level with examinations based upon the "N" and "F" proposals has not lessened the intensity of discussion about the necessity for improvement of A level itself[2]. Let us leave aside here the whole argument about the nature of the client groups who seek access and opportunities for further education at 16-plus, and the specific function of A level within this broad context. Even for those students identified in the Macfarlane review as "appropriate" clients[3], the existing structure is far from satisfactory.

One obvious problem, which lies outside the powers of subject examiners to change, is the narrow banding of Grade C, awarded only to 10 per of the total A level entry. As scores are bunched towards the centre of the distribution, it is commonplace for only two or three percentage points to separate Grade B from Grade D. Thus a difference of two grades which is crucial for admission for entry into higher education lies astride a zone in which the statistical measures of performance lie at the confidence margins of reliability. Nor can any meaningful statement be made about the criteria related to performance at C level.

A second problem which frequently compounds the first, is the effect of the design of an examination on its validity. Consider the Oxford syllabus with three questions to answer on each of its three papers, and candidates who in a moment of stress misconstrue a question; or syllabuses such as Cambridge, where heavy weighting is given to papers with four extended answers in under three hours and candidates who mistime the paper and offer little on their fourth answer.

These designs induce instability of individual results and thus impair the aim of the examination in that they fail to disclose the true worth of the candidates they purport to measure. Of course it is possible to use the retributive argument that candidates have only themselves to blame if their results do not match their expectation or the estimates of their teachers, and the annual reports of chief examiners regularly sound off at length about the lack of candidates' self-control and inattention to the rubric.

But many boards have been uneasy on this issue, where the design of an examination combined with human miscalculation can change a potential grade of B to an actual grade of D, and recent syllabus revisions have broadened the range of assessment techniques in part to help overcome this undesirable effect.

The AEB is notable for its new syllabus in which two papers of two hours each consist of short-answer questions of the structured or data-response type, with only 40 per cent of the total marks being awarded to longer essay answers. London allocates one third of the total marks to short questions which span the major systematic branches of physical and human geography.

Recent changes of syllabus and style of question have emphasized also the internal subject problems of *comparability* and *equivalence*: in what sense can it be said that a B grade awarded by one board where essay-type questions dominate is equivalent to a B grade in another where heavy weighting is given to project work and structured questions?

This is a new dimension to the older problem of seeking to compare a candidate who has taken JMB syllabus A rather than C, or who has worked through Cambridge papers 1, 2 and 4 rather than 1, 3 and 5 Discussion is easily confused because there are two interpretations of the hypothesis of equivalence: the *narrow* interpretation which emphasizes equivalence in terms of mastery of skills and concepts, and a *broad* interpretation which supposes that grades reflect capability in the subject.

Throughout the seventies, modernization and more explicit and detailed syllabuses have witnessed the retreat of the broad interpretation, with its emphasis upon A level as a diagnostic statement of suitability for entry into higher education, and its replacement by the narrower interpretation sustained by national pressure for explicit syllabus structures based upon comprehensive reappraisal and development.

The broad interpretation is unlikely to survive the rigours of the eighties. For it supposes that if an examination is consistent in style and sufficiently extended in time, tradoffs will occur between the various papers, sections, and questions, thus allowing the invisible hand to execute justice by balancing below-expected performance at one point with above-expected performance at another.

When pressure for change develops, the "additive" approach to syllabus revision is undertaken, as with Oxford, Cambridge, and the SUJB. This adds to the expense, although there is little to indicate whether each addition seeks to assess different cognitive abilities, or whether consistency of performance is to be expected. Such matters as main implicit, change is by accretion, insemination, and occasional adventurism in question style. What is in fact being assessed is ability to cover the content dimension of a subject, and the examination is therefore linked, unwittingly or otherwise, with "knowledge of" things, and a transmissive view of the teacher function.

The more comprehensive reappraisal as undertaken recently by London, Oxford and Cambridge and the AEB, introduce a counterweight through designs which examine the transfer and application of knowledge in new situations, and encourage a transactive mode of working A level. But as shown in figure 1, there are considerable differences of view. With 1(a) as marker for the conventional additive approach with human and physical separated in a subject where many regard interrelation as a key concept, consider 1(b) where each paper articulates the physical and human dimensions from which ideas are drawn for application in area studies, themselves cast in modern vein; 1(c) where systems provide the unifying theme and an applied paper introduces ideas of stress; and 1(d) where man is placed centrally in seven topics, thus merging physical and human into a total man/environment approach.

*continued on opposite page*





## Stresses at 'A' level

*continued*

Such differences and groupings can be set against national pressures of accountability, reduction of access into full time higher education, and the existence of working parties seeking to identify common cores in Advanced level syllabuses. In March 1981, the Working Party in Geography was unable to support the conflated view of the core as a nucleus of essential material surrounded by a series of options particular to one board or another, but saw it "as a dimension of study and as a mode of inquiry about aspects of the world rather than as a substantive body of factual material"[4].

In this it drew support from the research of the Geography 16/19 Project which indicated that syllabus content could best begin from a broad framework into which content is inserted within specified limits rather than from the analysis of a core in terms of segments of essential content. And in reminding itself that only 18 per cent of those who pass A level continue the study of the subject beyond this stage, by implication it adopted the mastery rather than the diagnostic function of the examination.

Within the framework, the modular approach first consider by the Birmingham group in the "N" and "F" feasibility studies, and recently adopted by the Geography 16/19 Project, is the means whereby a syllabus can realistically match content descriptions with time available for teachers to undertake a transactive, investigative approach to issues, themes and problems. With but 10 teaching modules in a two-year course, a sampling approach to content is mandatory. It is possible to specify the distribution of modules from core, through teacher option to pupil choice with recognized degrees of freedom, providing there is balance in the framework in the final course contract.

Thus the selection of content is delegated to the professional teacher but the approach (or modules with differing modes of investigation) is emphasized by the syllabus. As with Mansell[5] syllabuses are concerned more with the "how" than the "what" of things.

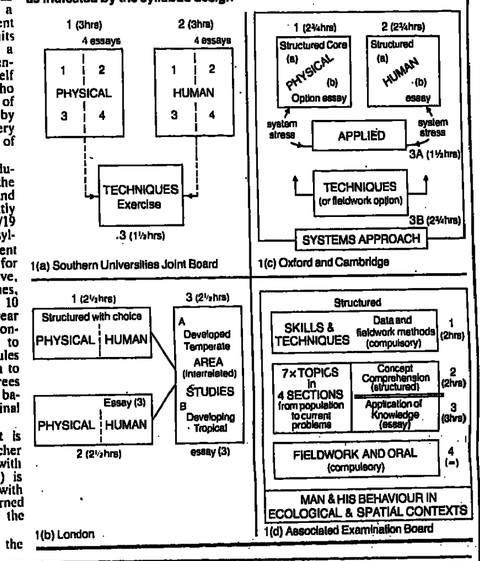
A great advantage, besides the protection of teacher discretion and particular interest, is the inherent flexibility of such designs, as modules can be adjusted or replaced in due process of time without complete disruption of the syllabus. It is also possible to redefine the subject approach – for example, to admit a humanist viewpoint – either with respect to specific modules, or as a basic assumption across the framework as a whole. It is no easy solution, but therein lies the hope that dictated notes and regurgitated scripts will become but echoes of a passing era.

*References*

[1] Summarized in: *Examinations at 18+; Report on the "N" and "F" Debate. Schools Council Working Paper 66.* (Methuen Education, 1980).
[2] *Secondary Examinations Post-16: A Programme of Improvement.* (Schools Council, 1980).
[3] *Education for 16–19-year-olds.* (Macfarlane Review) HMSO, 1981.
[4] *Inter GCE Board Studies on Common Cores: Report of the Geography Working Party.* (WJCE, 1981). (Copies available from the Geographical Association).
[5] *A Basis for Choice.* (Mansell Proposals). Further Education Review and Development Unit (1979).

*David Hall is a lecturer in the Department of Education, Bristol University.*

**Figure showing the differing viewpoints about A level Geography as indicated by the syllabus design**




## What makes a textbook successful?

*continued*

them?" It is a vital, but unanswered question. Only a small minority of textbooks are reviewed in *Teaching Geography* or in *The TES*. Publishers' advertisements are notoriously uninformative. Publishers' catalogues lie in dusty piles in geography rooms: this is just one aspect of the inadequate time provided for forward planning. Postage costs inhibit use of inspection-copy invitations. Publishers' representatives display a limited selection of their wares in a 15-minute coffee-break. Many counties do not have geography advisers. Only a small proportion of geography teachers visit the publishers' exhibition at the annual conference of the Geographical Association. So the mystery remains.

It is clear that criteria for evaluation and for selection differ widely, and that Hall's criteria for selecting significant books are not shared by most teachers. Further discussion on the issues raised would be helpful to everyone concerned with geography in schools.

It is fascinating to speculate on which will be the most successful books of the 1980s; it would be foolish to be dogmatic about future successes. But the two new series which fulfil the seven suggested criteria are "Geography in a Changing World" (D. Jones & L. Kimpton; Hodder) and "A Sense of Place" (R. Beddis; OUP). We shall see.

*David R. Wright lectures in the School of Education, University of East Anglia.*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Book three, *Migration and Urbanisation in West Africa*, again concentrates on Nigerian examples. Population mobility is divided into a broad classification of circulation and migration and rural to rural as well as rural to urban examples are examined. The case studies are interrelated with the previous two books so that the pattern of human movement can be set against the background of environmental and social influences. The final section deals with urbanization, including the spatial arrangement of towns, the growth of cities and urban problems, and Nigeria's new capital.

Teachers who are unfamiliar with some of the ideas developed in the series may not find all the concepts completely explained, and in one or two cases the diagrams appear to have been created for their own sake. However these are minor criticisms, and the authors have made clever use of simple, black and white, hand drawn maps and diagrams which stimulate interest on every page and should further classroom ideas. The authors have freed the copyright on all the guides if used for teaching purposes.

The series was started with the support of the now defunct Development Education Fund to help disseminate teaching materials to further International Understanding and the authors are successful in filling a gap in books on West Africa. The books are comb bound and a very good buy. They may be ordered direct from Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ.

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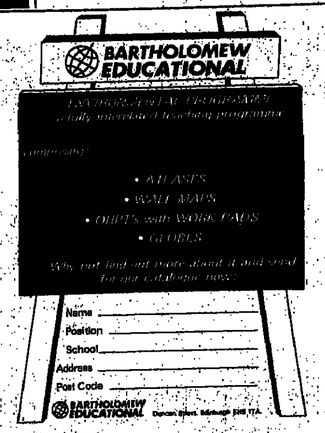

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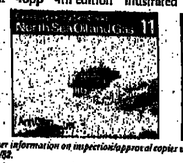


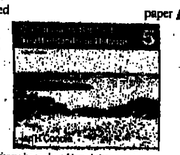


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# Introducing children to maps

By **John Bald**

Map-making does not come to children naturally. A map is a reflection of an essentially adult perception of the world, and of a relatively abstract one at that. If children are to understand maps, then the ideas behind the maps must be brought out and presented to them in a form which they can grasp. In his book *Towards a Theory of Instructions*, Jerome Bruner referred to this process as a "courteous translation" of adult concepts into a form which can be assimilated by children using the knowledge which they already possess. This approach is implicit in many recent developments in geography teaching, and has contributed to the introduction of maps contained in this article.

The use of symbols in maps has much in common with their use in written language. They enable the practised user to extract meaning or information quickly by eliminating a number of intermediate steps which would be necessary if we were starting completely from scratch. Maps, like books, are read, and this requires familiarity with their symbols and organization. The overall purpose of the approach which I am proposing is to help children to develop the understanding which they need if they are to make sense of maps.

There are three units. In the first, children are encouraged to look hard at pictures which are already familiar to them – mostly photographs – and to consider their purpose and content. The second unit introduces the idea of recording knowledge in pictures in a systematic way. It includes attempts by children to make their own maps and encourages them to think critically about their efforts, which are then compared with early maps shown on slides. This part of the course is concluded by a visit from the county's Advisory Teacher for Records who shows the children original early maps. The third unit is flexible, and allows the ideas behind maps to be examined in detail in a number of contexts.

**Unit 1: Pictures and purpose.** The thinking behind maps is often complex, but our first conception of them is as pictures. In this unit, the aim is to introduce children to a variety of pictures, some more complicated than others, and to encourage them to look hard and to think about what they see. The first pictures are snapshots, brought from home and hence a part of the child's own experience. Why do we take snapshots? To show how baby looked at three months? To remind us of a holiday or a wedding? The reason is often going to be to provide some type of record, but there is always going to be a reason. Otherwise we waste film.

The pictures which the children bring are discussed, and can then be stuck into their books and written about. The idea of a photograph as a record can then be reinforced using more public photographs from local or national newspapers. This step introduces a tremendous variety of photographs and hence a range of reasons for taking them. In each case, the children should be encouraged to consider the precise details of the photograph before them, and to consider why a particular point of view has been chosen. Do the photographs of cars in the colour supplement look like the cars we see in the street? Why are all the politicians looking hard at the camera with smiles on their faces? What do the pictures tell us that words can't, and how well do individual pictures do it?

*Old maps in particular are often beautiful – if inaccurate.*

The first unit is designed to last for two double lessons. This should provide enough time for the photographs to be properly discussed and for children to assemble their own selections in their books and write about them. A wall-display showing the different types of photographs they encounter would in itself be an aid to discrimination, and the teacher could introduce any other important ideas about pictures as he wished in the course of discussion. By the end of the unit, the children should have grasped the idea that if they look harder they will see more.

**Unit 2: Making maps and their history.** In this unit, maps are considered as pictures in which we record and present our knowledge of the world. This follows easily from the idea of purpose introduced in the first unit, while the range of specific examples used opens a number of areas for further work. There are three stages.

Stage 1: What do we know? We cannot put onto a map what we do not know. However, to make a map we must transfer our knowledge to paper. The success of our maps, therefore, depends both on what we know and on how we apply it. In this first stage we explore the limits of what we come to know in the course of everyday life and consider some of the reasons for our limitations.

To begin with, the children are asked to make one or more sketch maps. They are allowed, if they wish, to use graph paper, rulers, compasses, etc., but not to refer to any books. Suitable subjects could be their town, Great Britain or the world. It should be stressed that this is not a test, but an attempt to find out how we see the world. The teacher can join in too.

The limitations of this approach soon become clear, especially when the sketch maps are compared with modern, professional products. The point, however, is not simply that the professionally-produced ones are better, but to consider what it is that enables a professional to do a better job. This introduces the ideas of measurement, scale and accuracy, and that a map comes to be seen as the outcome of painstaking and highly detailed work.

Stage 2: This is a sequence of ideas which traces the development of map-making in history. Each successive example is considered in relation to its probable use and to the techniques involved in its construction. Where a map seems to involve a particular conception of the world, as in Roman road maps or in the underground map – the idea can be brought out and discussed in some detail. In the first stage the children will have had an opportunity to examine their own perception of the world – this sequence allows them to compare it with the perception of adults using similarly limited knowledge, though at earlier times in history.

Stage 3: Where possible, this unit is concluded with a visit from the advisory teacher for local records who brings children into direct contact with the real thing. Maps are often beautiful and can be particularly fascinating when they illustrate the historical development of the place where children live. The slide sequence was an essential compromise as the maps involved are often very rare. This visit brings home the full impact of primary sources.

Unit 3: Maps in detail. The first two units introduce the idea of a purpose in pictures and show, through the history of cartography, how our modern understanding of the world has developed. In the third this work is extended to include the study of particular aspects of maps in greater depth. Important technical considerations such as viewpoint, scale and orientation, can then be introduced as appropriate, so that the child does not have to handle too many questions at once. It is most unlikely that any child will complete the whole of unit 3, and I have tried to provide for a range of educational attainment. Teachers are certain to discover their own alternatives.

● Viewpoint. From a photograph the children make an accurate drawing of the front elevation of a building or house, then try to draw the same subject as if they were looking down on it from a helicopter. A variety of photographs and maps can then be introduced, and the effects of viewpoint considered in each case.

● The earth is basically a sphere and yet our maps are flat. How do we transpose our picture of the world onto a flat surface, and what are the consequences of this process? What kinds of distortion are produced, and how can their effects be mitigated?

● Look at the London Underground map, then take an ordinary map of London with the underground stations marked on it. On a clean sheet of paper trace the outline of greater London and mark in the real position of the underground stations. Why has the map been altered in this way? What are the effects of the alteration? Compare the London tube map with the Paris metro map and consider advantages and disadvantages of each.

● Africa – old atlases are likely to contain a variety of maps of Africa and it may be possible to obtain copies of some of the earliest maps. The mapping of the coastline is considered in the slide sequence. A child could take a particular section of the coast and see how our knowledge of it has been represented. The political maps of Africa could be especially interesting.

● Road maps – compare Roman road maps with the RAC motorway maps. Consider a number of standard road maps and think what types of map are most useful to the traveller. What do we look for in a road map? Do we need the surrounding country marked in at all? How do we plan a route? With the price of petrol as it is, the last question has important practical implications.

● The style of maps – monsters and other decorations. When did these come in? What was their purpose? Did people really believe in them, or were they there for ornament? Draw your own map of the same place in three different styles.

● The range and variety of air photographs is vast, and they need to be considered carefully. Important aspects include stereo pairs, the effects of special films, satellite pictures and using photographs to make maps.

● Advanced maps and models – consider three models of city development and compare them with appropriate maps. What does the map tell us that the model won't, and vice-versa? Why?

● County maps – the Essex Record Office publishes facsimiles of three maps of the county, produced in 1594, 1645 and 1678. The children are asked to look at the maps closely and to list the specific points of difference between them. They should then consider the reasons for these differences. Sometimes they are questions of accuracy, but not always. Land reclamation at Canvey Island accounts for some important changes.

● Survey techniques – much of the history of maps is also the history of measurement. The principle of triangulation provides a good focus for this idea, as well as providing for practical work in geometry and trigonometry. In this section, ideas and instruments described in 16th and 17th-century documents can be taken and put into practice. The children learn of the need for accuracy and have to attain it, and in so doing begin to have some idea of the painstaking and detailed work which has always gone into the making of maps.

Many other aspects can be incorporated into this framework, including the detailed work with Ordnance Survey maps which is often required for examinations. This is likely to make far more sense to the children if they are already very familiar with the process of mapping, and with the centuries of endeavour which have gone into our present state of knowledge. The approach is not intended specifically for children of any age or notional ability, and it will be interesting to see how it can be adapted for use in different educational settings.

*John Bald is Tutor in Charge, Language and Reading Centre, Colchester Institute Essex.*

*continued on opposite page*

*Introducing children to maps continued*


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# Diagnostic assessment

By **W. M. Stephen**

Diffusion, involving as it does movement in both space and time, has long been the legitimate concern of the geographer. The spread of plants and animals into areas left bare by retreating ice or volcanic eruption, the entry and progress of the beetle carrying Dutch elm disease, the acceptance of Prestel, the movement of people born in Asia into Glasgow; studies such as these are typical of geography research work today.

Simultaneously, geography teachers, like teachers of most other subjects, are in a continuous evaluation of their work – asking themselves what they are trying to do, whether that is the most worthwhile thing to be done, whether it can be done better. However, it is difficult to be involved in the hurly-burly of classroom and school work and at the same time stand back to see oneself as one unit in a major process. Diagnostic assessment has emerged as an important theme in teachers' thinking about the teaching of geography. The enlargement of that importance from a single source to a region is worth considering, as is the allied insertion of one form of assessment into a school where other forms of assessment are already established.

Diagnostic assessment is an approach to teaching which enables the teacher – and the pupil – to find out what the pupil has (or has not) learned and to plan further action – remedial work, reinforcement or extension. Diagnostic assessment gives information about how the class as a whole has been taught, how individuals have performed and about the reasons for individual shortcomings. Being an extension of criterion-referenced assessment it does not measure one pupil against another, or against an average, but relates his performance to a predetermined level of "mastery". The good teacher has always been self-critical, conscious of individual differences in pupils and inventive in devising work to reinforce success or correct weakness. But the diagnostic assessment movement represents a professionalising of good practice in that it enunciates exactly what the good teacher has always tried to do, using a professional language of terms with a precise meaning.

The principles of diagnostic assessment are easily followed, although their execution in school involves a deal of hard thinking and preparatory work. Initially, a unit of work is selected as a result of departmental discussion and the intended learning outcomes clearly worked out. The core part of the unit is taught and a diagnostic test carried out to see how the intended learning outcomes have fared. Individuals or groups of pupils then proceed on their different ways according to their performance in the diagnostic test, some on a remedial loop which covers the underlying concepts again but with different material, others to wider or deeper application of the unit's concepts. In practice this phase tends to involve a mixture of extension and remedial work with individual pupils following individual learning paths through the topic. For research purposes a text at the end of the unit would establish the success of such extension work but in practical classroom terms such a terminal test would be impracticable and probably unnecessary.

Diagnostic assessment in the sense used in this article first impinged on the consciousness of Lothian teachers in 1977 with the publication of the Dunning Report.* In April of the same year the Scottish Education Department funded an 18-month feasibility study on diagnostic assessment, carried out by the Scottish Council for Research in Education** in three subjects, geography, modern languages and technical education. The researchers worked closely with subject departments, including a geography department in one Lothian school, clarifying intended learning outcomes, pre-testing and testing concept attainments, validating individualized work.

A further phase of the diffusion process occurred when three further geography departments were drawn in to use and evaluate diagnostic test items to test the same concepts taught in their own schools by their own teachers using their own methods.

Nineteen-eighty saw the innovation widening its scope. In that year the SCRE Teacher's Handbook was published and was issued to all geography departments in Lothian. The advisory service brought together the converted and the curious at a residential conference and workshop in February and the following session two evening in-service courses spread the pool of interest and expertise further. In the current session all Lothian secondary schools are involved in a major in-service exercise on assessment in relation to major national reports. Each school, or group of schools, is responsible for its own programme and geography teachers are playing an important part at neighbourhood conferences in increasing the awareness of all teachers with regard to assessment, and especially diagnostic assessment.

The diffusion process is not complete but, at the very lowest level, it can be said that every geography department in Lothian is aware of diagnostic assessment and some of its implications for teacher, pupil and parent. Against the real advantages of professional development in syllabus and test construction, quick and systematic feedback on an individual basis and detailed information on performance and progress must be set the problems of time for preparation of tests and extension materials.

Schools have the option of taking part in a work-sharing scheme so that each department does not necessarily have to start by inventing the wheel for itself. SCRE also provided valued support by circulating test items for departments to use and comment upon. A SCRE item bank is soon to be published.

Within any one school the existence of a geography department working a diagnostic assessment system able to provide full information on the attainment of skills and concepts, and the retention of knowledge may cause tension in a reporting system based on norm-referencing – what *does* 62% in French mean? Not only as a consequence of diagnostic assessment in geography, schools are looking more critically at their assessment and reporting policies and framing their courses in terms of intended learning outcomes – more applicable across the board than behavioural objectives.

Diagnostic assessment as an innovation in Lothian is making strong progress for a number of reasons. It adds to the teacher's stature by encouraging the categorization of practices we know to be good. Pupils are responding to the steps toward individualization of learning. Although demanding of time and effort there is support available, at a national level through SCRE and at the regional level through the Advisory Service with its in-service training and work-sharing scheme. All the evidence to date suggests that efforts being devoted to diagnostic assessment are paying dividends in terms of teacher and pupil response.

* Scottish Education Department; Assessment for All – Report of the Committee to Review Assessment in the Third and Fourth Years of Secondary Education in Scotland, HMSO, 1977.
** S. N. D. Black and W. B. Dockrell; Diagnostic Assessment in Geography, The Scottish Council for Research in Education, 1980.

*(Dr) W. M. Stephen is Senior Adviser (Curriculum), Lothian Region Education Department.*


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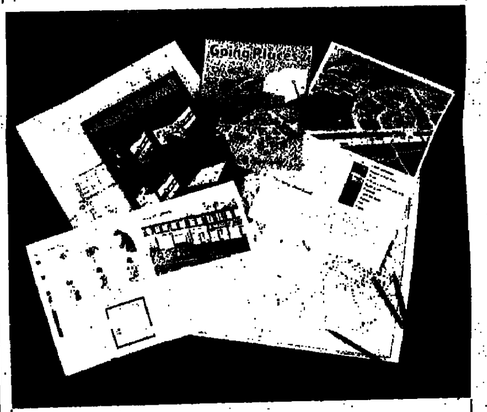


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# extra

# Geopolitics: next horizon in geography teaching?

asks Bryan Waites

If teachers ever mentioned geopolitics it would still be a dirty word, even 80 years after its invention by Rudolf Kjellen, a Swedish political scientist. But it is rarely mentioned in any circles for its connotation is with selfish state aggrandisement. *Lebensraum*, Nazi war aims and the geographical conscience of the state. Even the broader context and relative purity of political geography has been called "that moribund backwater". Whenever it rears it ugly head teachers reach for their pistols.

Yet there has never been a more appropriate time for a new kind of geopolitics which examines world politics and strategic relationships and seeks to understand and analyse world powers and their resource base.

Massive powers with equally great destructive capabilities; improved technologies particularly in communications, giving a truly world view; daily confrontations fuelled by local "hot spots"; ponderous organizations both economic and political; ideological blocs with a religious fanaticism leading to a new kind of imperalism; the enhanced role of minor countries; shatter belts of well-known disruption such as Israel, Syria, Lebanon, Iran, Iraq, South East Asia and lately the Caribbean; stress between Basque-type nationalism and internationalism – all these and more are begging to be understood and to enter into our everyday studies. How much longer can we reject it?

Little scope is given in school curricula or examination syllabuses for geopolitics or even political geography. A little may creep in by way of World Problem Perspective papers but generally geographers are still too preoccupied tending their regional, hydrological, ecological, urban backyards to see the wood for the trees. Are they afraid to see the whole world view so long advocated by Mackinder and Fairgrieve? Has Toynbee's majestic span of the world patterns frightened them off for ever? The world has come into our own backyard more surely than ever before so that the battles in Afghanistan, Iran, Ireland and India are often fought in the streets of London and Britain colonized by half the world. Now, to understand ourselves we must understand the world.

Geography, economics, politics, anthropology, psychology, history, political science and other studies converge and focus on geopolitics. In doing so they produce a fertile field which includes the political evolution of states, their shapes, sizes and locations, capitals, core areas, national images and perception, propaganda, the establishment of new states and the changing map in areas such as Africa, the concept of neutrality, the federal state, stages in revolution as a process of diffusion, ethnic diversity and distributions, frontiers and boundaries, international trade and the international system, imperialism and neo-imperialism, conflict between states, resources management as a power base, territorial waters and maritime rights, international confrontation – these and many more could form the subject matter of geopolitics in the school.

We live in a tightly managed world of cold war, trickery, wine lakes and butter mountains so that what seems to be true may not be, indeed it may exist only in the head as an image. Rocks, soils, wind and weather may not have the deterministic influence geographers once ascribed to them. Our children must be ready to face and vanquish this political-economic world in which we live. "Political geography is simultaneously one of the most retarded and most undervalued branches of geography, and one that offers the greatest potential for both theoretical and practical advance".

There are many practical ways to teach geopolitics. One prime requisite is the return to the atlas. Time and time again examiners' reports deplore the neglect of the atlas. Here is the chance to re-establish it in a positive way to look more analytically at geographical relationships on a world scale. Another desirable innovation would be to make room for more historical geography, again sadly neglected in schools at all levels. Here the broad views so well expounded by Mackinder might form the text. Case studies of frontier disputes, role playing and decision-making about the siting of state capitals as well as simulations of the growth of states could be useful activities.

In the field of perception we might look at what maps *don't* tell us, of distortions, propaganda maps, newspaper and textbook images of countries and peoples, national images and attitudes, for example to the European Community. We might redraw the maps to find a Russian's eye view of the world or to look at old views of Europe. Why should we always keep the map the right way up?

For those in search of models and quantification geopolitics offers much scope. The Open University gives an example of a boundary game based on the duration of European frontiers; Professor Cole has suggested a neighbour index which relates surrounding countries to each other. Richard Muir has provided a shape index for countries also an hostility-friendliness matrix, variable-sum games on conflict, an index of ethnic differentiation and an index of eccentricity which refers to the siting of capitals. Some writers have even suggested and worked out a power *analysis* represented by *power* = PVB where P represents production and B represents population.

Each day resources for this kind of teaching come in and they are freely available. There are some very useful starter textbooks such as the *Geography of World Affairs* (J. F. Cole, Pelican), *Our Fragmented World* (W. G. East and J. R. V. Prescott, Macmillan), and *Modern Political Geography* (Richard Muir, Macmillan) whilst excellent atlases with some with world politics in mind await our use. Organizations, societies and the like can add to our resources aided by often neglected reference books such as *Keesing's Contemporary Archives*, *Statesman's Year Book* and *Whittaker's Almanac*.

Can we then try to return to "the great world stage" and perhaps, once again, fulfil the role that everyone still expects of the geographer, truly like Atlas, supporting and understanding the World?


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EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and bordered by Essex.
REQUIRED FOR SUMMER/AUTUMN TERMS AT PRIMARY SCHOOLS IN THE HOSIERY TRADE
Qualified teachers, to cover maternity leave absences.
Applications are invited from experienced primary teachers, including those with nursery training.
Burnham Scale 1 plus Outer London Allowance.
Application forms, obtainable on receipt of S.A.E. from and returnable to the Chief Education Officer, Town Hall Annexe, Municipal Offices, High Road, Leyton, London E10 5QJ. (37824)
110088

**OXFORDSHIRE**
COUNTY COUNCIL
Education Department
Remedial Advisory Team
An experienced primary teacher is required to join the County's Remedial staff for the West Oxfordshire Area. Scale 3/4.
Full details and an application form available from the Chief Education Officer (ref. JAC), Macclesfield House, New Road, Oxford, OX1 1NA. S.A.E. please. (37487)
111020

## Middle School Education

### Remedial Posts

### Scale 1 Posts

**SUFFOLK**
GREAT CORNARD MIDDLE SCHOOL
Walls Hall Road, Great Cornard, Suffolk
(Mixed Comprehensive 9 - 13; 800 on roll)
Required for September 1982 a teacher of ENGLISH AND RELATED WORK.
Closing date: 27th April 1982.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (45478)
110080

**WILTSHIRE**
LONGLEAZE COUNTY PRIMARY SCHOOL
Western Dassett, Swindon, Wiltshire
Group 3 N.O.R. 258
Scale 1 Teacher for September 1982 to take charge of and develop a new special class for experienced slow-learning (ESN (M) pupils aged 7 - 11 years.
Relevant experience essential. Additional training and/or qualifications in Special Education highly desirable.
Special Schools Allowance payable.
Application form and further details (S.A.E. please) from the Headmaster, Longleaze County Primary School, Longleaze, Wootton Bassett, Wilts. SN4 8DA. Closing date - 8th May, 1982. (45417)
110022

### Remedial Posts

### Scale 2 Posts and above

**OXFORDSHIRE**
COUNTY COUNCIL
Education Department
Remedial Advisory Team
An experienced primary teacher is required to join the County's Remedial staff for the West Oxfordshire Area. Scale 3/4.
Full details and an application form available from the Chief Education Officer (ref. JAC), Macclesfield House, New Road, Oxford, OX1 1NA. S.A.E. please. (37487)
111020

### Mathematics

### Heads of Department

**SUFFOLK**
STOKE-BY-NAYLAND MIDDLE SCHOOL
Stoke-by-Nayland, Nr. Colchester
(Mixed Comprehensive 9 - 13; 370 on roll)
Required for September 1982, HEAD OF MATHEMATICS and SCIENCE (Scale 2), re-quired September 1982.
For further details see our advertisement under Middle School Maths Heads of Dept. (37681)
184818

### Pastoral

### Heads of Department

**SUFFOLK**
BLACKSOURNE C.S. CONTROLLED MIDDLE SCHOOL
Upthorpe Road, Stanton, Bury St. Edmunds.
(Mixed Comprehensive: 9 - 13; 500 on roll)
Required for September, 1982, a YEAR TUTOR (Scale 2) for this purpose-built middle school. Closing date 30th April, 1982.
Forms and further details available from Headteacher at the above school (s.a.e. please) to whom they should be returned. (37854)
124018

### Physical Education

### Heads of Department

**SUFFOLK**
BRECKLAND MIDDLE SCHOOL, BRANDON (9 - 13; 430 on roll)
Crown Street, Brandon.
Required for September, 1982 HEAD OF DEPARTMENT (Scale 2) for PHYSICAL EDUCATION, should be able to offer Mathematics as a second subject.
Closing date 30th April, 1982.
Forms and further details available from Headteacher at the above school (s.a.e. please) to whom they should be returned. (37853)
134018

### Science

### Heads of Department

**SUFFOLK**
STOKE-BY-NAYLAND MIDDLE SCHOOL
Stoke-by-Nayland, Nr. Colchester
(Mixed Comprehensive 9 - 13; 370 on roll)
Required for September 1982, HEAD OF MATHEMATICS and SCIENCE (Scale 2), required September 1982.
For further details see our advertisement under Middle School Maths Heads of Dept. (37681)
184818

### Scale 1 Posts

**SUFFOLK**
BRECKLAND MIDDLE SCHOOL, BRANDON (9 - 13; 430 on roll)
Crown Street, Brandon.
Required for September, 1982, a YEAR TUTOR (Scale 2) for this purpose-built middle school. Closing date 30th April, 1982.
Forms and further details available from Headteacher at the above school (s.a.e. please) to whom they should be returned. (37854)
124018

### Remedial Posts

### Scale 2 Posts and above

**SUFFOLK**
GREAT CORNARD MIDDLE SCHOOL
Walls Hall Road, Great Cornard, Suffolk
(Mixed Comprehensive 9 - 13; 800 on roll)
Required for September 1982 a teacher of ENGLISH AND RELATED WORK.
Closing date: 27th April 1982.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (45478)
184080

### By Subject Classification

### Computer Studies

### Scale 2 Posts and above

**CUMBRIA**
COUNTY COUNCIL
BARROW-IN-FURNESS
BARROW SIXTH FORM COLLEGE
Rating Lane, Barrow-in-Furness.
(16 - 19 years. County, purpose-built Sixth Form College, 450 on roll. Opened 1980)
Required from September 1982 a Teacher of COMPUTER STUDIES, Scale 2, to teach Computer Science to 'A' level and Computer Studies to CSE level.
Further details of this post can be obtained from the Principal at the College to whom letters of application, together with full curriculum vitae and the names and addresses of two referees should be sent. Closing date - May, 1982. (45447)
130090

### Science

### Heads of Department

**SUFFOLK**
STOKE-BY-NAYLAND MIDDLE SCHOOL
Stoke-by-Nayland, Nr. Colchester.
HEAD OF MATHEMATICS AND SCIENCE Scale 2, required September 1982.
For further details see our advertisement under Middle School Maths Heads of Dept. (37681)
184818

### Scale 1 Posts

**SUFFOLK**
BRECKLAND MIDDLE SCHOOL, BRANDON (9 - 13; 430 on roll)
Crown Street, Brandon.
Required for September, 1982, a YEAR TUTOR (Scale 2) for this purpose-built middle school. Closing date 30th April, 1982.
Forms and further details available from Headteacher at the above school (s.a.e. please) to whom they should be returned. (37854)
124018

### English

### Scale 2 Posts and above

**SUFFOLK**
GREAT CORNARD MIDDLE SCHOOL
Walls Hall Road, Great Cornard, Suffolk
(Mixed Comprehensive 9 - 13; 800 on roll)
Required for September 1982 a teacher of ENGLISH AND RELATED WORK.
Closing date: 27th April 1982.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (45478)
184080

### Humanities

### Scale 2 Posts and above

**SUFFOLK**
GREAT CORNARD MIDDLE SCHOOL
Walls Hall Road, Great Cornard, Suffolk
(Mixed Comprehensive 9 - 13; 800 on roll)
Required for September 1982, HUMANITIES (SCALE 3).
Closing date 27th April 1982.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (37849)
134040

### Other than by Subject Classification

### Scale 2 Posts and above

**HARROW**
EDUCATION COMMITTEE
PRIESTMEAD FIRST SCHOOL
Priestmead Avenue, Kenton, Middlesex
Tel No: 01-907 2765
Required for September 1982, a fully qualified and experienced Class Teacher, the ability to take General Studies throughout the age-range and a specialised interest in one or more aspects of the curriculum essential. Further strengths sought are: Language Development; Art & Craft; Woodwork/Metalwork; Remedial; Physical Education; General Science and Environmental Studies.
An enthusiastic willingness to initiate activities, to participate in school life and functions would be an important advantage.
Scale 3 available, subject to suitable qualifications and experience.
Application forms and further information from Mrs. Ashcroft (Headmistress). Forms to be returned to Group Treasurer, Education Services, P.O. Box 22, Civic Centre, Harrow, Middlesex, by 30th April. Please enclose stamped addressed envelope. (45433)
135020

**NORFOLK**

**ARCHBISHOP SANCROFT HIGH SCHOOL**
**Wilderness Lane, Harleston**
**V.A. (Church of England) N.O.R. 450**
**Group 8**

**Required for September**

## DEPUTY HEAD

who will also be responsible for the teaching of either English, Geography or R.E. Present holder appointed to headship.

**Application forms (s.a.e.) from the School**
*Closing date – April 30th*

### Secondary Education

### Headships

**BERKSHIRE**
THE HILL COUNTY PRIMARY SCHOOL
Pound Road, Sonningeham, Reading, RG4 6TU.
N.O.R. 280
Required September 1982, HEADTEACHER (Group 3).
Application forms and further details from the District Education Officer (EB/ES), Shire Hall, Shinfield Park, Reading, RG2 9XE. Closing date 30th April. Berkshire is an equal opportunity employer. (37787)
130010

**CUMBRIA**
COUNTY COUNCIL
QUEEN ELIZABETH GRAMMAR SCHOOL
Penrith
(Address Advertisement)
APPOINTMENT OF HEAD from September, 1982. Applications are invited from suitably qualified and experienced Teachers for the headship of this voluntary controlled Grade 10 school, to which pupils are admitted at 11+ on the basis of a guided parental choice. There are currently 582 pupils on Roll including a strong Sixth Form of 160.
Application forms and further details available from the Assistant Director of Education, Civic Centre, Carlisle CA3 8QG, to whom completed forms should be returned by 28th April, 1982. (45441)
130010

**STAFFORDSHIRE**
EDUCATION COMMITTEE
NEWTON ABBOTS COMPREHENSIVE SCHOOL
St. Peters Road, Enfield, Middlesex EN3 7NB
Applications are invited from suitably qualified and experienced teachers for the post of HEAD OF CHEMISTRY in this Group 4 comprehensive school covering the 11 - 16 range. The post becomes vacant on 1st September, 1982.
Application forms and further particulars obtainable from the Chief Education Officer (staffing), County Education Offices, Tipping Street, Stafford ST16 2DH (s.a.e. please), to whom completed forms should be returned.
Applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (45325)
130010

**SUSSEX**
COUNTY COUNCIL
CHICHESTER COLLEGE OF TECHNOLOGY
Wadhurst, East Sussex TN5 6AA
(Required 1982 Deputy Principal of this Group 10 Community College. The vacancy occurs due to promotion of the present holder.
Relocation grants available in approved cases.
Application forms and further details (s.a.e. please) from the Acting Principal.
Closing date 30th April 1982. (44688)
130012

**HAMPSHIRE**
THE HURST COUNTY SECONDARY SCHOOL
Primrose Road, Baughurst (11 - 16 Comp. Mixed N.O.R. 1515)
Required September 1982 Group 11 Headteacher.
S.A.E. for application form and further details to Area Education Officer, Aylesbury Alliance House, 14 Bell Street, Basingstoke, RG21 1LU.
Closing date for receipt of completed applications 4th May 1982. (45125)
130010

**SANDWELL**
METROPOLITAN BOROUGH OF SANDWELL
BRUNTNALL HALL HIGH SCHOOL
(11 - 16 comprehensive)
Required for September
HEAD TEACHER
Group 10
Application forms and further details available from and returnable to Director of Education, Education Department, PO Box 4, Bromwich, B70 4AG, West Midlands B70 4AG. Closing date 30th April 1982.
Canvassing of members of the authority will disqualify. An equal opportunity employer.
130010

## Deputy Headships
## Second Masters/ Mistresses

**AVON**
CHURCHILL SCHOOL
Bristol, BS18 5QN
Group 10
Required for September, 1982 an 11 - 16 mixed, rural Comprehensive (long) with 800 in the Sixth. 4 miles from Bristol and 8 from Weston Super Mare. Second Master/Mistress/Deputy Head, to join a team of two male deputies.
Apply by letter to the Headmaster, quoting two referees. S.A.E. for further details. (45394)
130013

**CALDERDALE**
METROPOLITAN BOROUGH COUNCIL
HIPPERHOLME GRAMMAR SCHOOL
Education Department
HIPPERHOLME MIDDLE SCHOOL
Francis Street, Halifax HX1 2QA
DEPUTY HEADTEACHER
(Group 5)
Required for August 1982 for this 11 - 16 Girls' Grammar School, a DEPUTY HEAD for this 11 - 13 (Group 8). The person appointed should be capable of accepting delegated responsibility and will work closely with the Head on other aspects of the school's organisation and management. This would be a suitable position for an experienced teacher with academic background, or for a Head of Department, who is able to demonstrate pastoral work.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Headteacher, to whom completed forms should be returned by 30 April, 1982. (45053)
130018

**CAMBRIDGESHIRE**
CAMBRIDGE AREA
COTTENHAM VILLAGE COLLEGE
Required for September DEPUTY HEAD for this raised 11 - 16 comprehensive school to form entry Group 10, roll 842 situated 8 miles north of Cambridge. The successful applicant's duties will be mainly administrative and will include responsibility of the timetable.
Full particulars and forms of application available from the Warden, The Village, Cottenham, Cambridge CB4 4XA (s.a.e.). Closing date 30th April 1982. (44686)
130018

**EAST SUSSEX**
COUNTY COUNCIL
HASTINGS SIXTH FORM COLLEGE
Required for September 1982 Deputy Principal of this Group 10 Community College. The vacancy occurs due to promotion of the present holder.
Relocation grants available in approved cases.
Application forms and further details (s.a.e. please) from the Acting Principal.
Closing date 30th April 1982. (44688)
130013

**SECONDARY DEPUTY HEADSHIPS**
continued

**ROTHERHAM**
METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
SPURLEY HEY
**COMPREHENSIVE SCHOOL**
11 - 16 Mixed. Approx. 920 on roll.
Required for September, 1982.

**SENIOR TEACHER**
**SENIOR TEACHER SCALE + S. - P. A.**
A Teacher to be responsible for Girls' Welfare throughout the school. Further information available from the Headteacher.
Closing Date:- 27th April, 1982.

Applications by letter to the Headteacher, Spurley Hey Comprehensive School, Cranworth Road, Rotherham S65 1LW (Tel: Rotherham 68537), or to the Director of Personnel Resources. (45624)
130018

**KENT**
COUNTY COUNCIL
Education Department
Thanet Division
THE FORELAND SPECIAL SCHOOL
Lanthorne Road, Broadstairs, Kent
Headmaster Mr P S Hare
Appointment of Deputy Head Teacher
Group 5(Si - Re-advertisement
This complex all-age Special School providing education and treatment for Physically Handicapped, Educationally Sub-Normal, Communication Maladjusted children required a Deputy Head Teacher from September 1982. The present holder of the post is retiring.
Applicants must be well experienced in Special Education and have a strong interest in curriculum development as well as the ability to develop and maintain good inter-personal communication amongst a large staff.
Further details and application forms are available (from the Headmaster at the above address. Closing date 30th April 1982.
Previous applicants will be re-considered. (45278) 130018

**NORTH YORKSHIRE**
COUNTY COUNCIL
NORTHALLERTON
GRAMMAR SCHOOL
Grammar School Lane
Northallerton DL7 8DD
DEPUTY HEAD (GROUP 1?)
Applications are invited for the post of Deputy Head (male/female) of this 14 - 18 comprehensive school (over 1050 pupils with 280 in Sixth Form) which will be vacant from 1st September, 1982 on the departure of one of the three Deputy Heads to accompany her husband to a new job. Responsibilities of the Deputies are varied from time to time to give each experience of different areas of school life. This post demands a considerable capacity to contribute to the development of school life, preferably timetabling interests and skills and certainly great expertise as a teacher.
Further details available from the Headmaster at the school (s.a.e. please) to whom applications should be made by letter including a full curriculum vitae and the names and addresses of two referees by 30th April, 1982. (45117) 130018

**LEICESTERSHIRE**
UPPINGHAM
COMMUNITY COLLEGE
(11 - 16 Co-educational Comprehensive School)

Principal: Mr. D. Wright, B.A. M.Ed.

**DEPUTY PRINCIPAL**

Required August for the above post at this well equipped and pleasantly situated college in rural Rutland District of Leicestershire. The vacancy arises due to the promotion to a Headship of the present holder. The post is an exacting but challenging one and requires initiative, tact and a commitment to involvement with the local community.

Further details are available from the Principal (0.A.E.).

Apply, on forms with full particulars and names and addresses of two referees to the Head by 30th April, 1982. (37893) 130018

**EAST SUSSEX**
COUNTY COUNCIL
BATTENHURST
Park Avenue, Eastbourne
BN21 2XN
(Comprehensive, Mixed, 11 - 16, Roll 740)
Required for September 1982, First Year Head Teacher (Group 1B).
Relocation grants available in approved cases.
Further details and application forms (s.a.e. please) from the Headmaster. (45396) 130012

**ESSEX**
THE ROSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford
(Roll 1530)
Tel: Chelmsford 64481
**DEPUTY HEAD** (Group 1)
Applications invited for appointment as Deputy Head of this 11 - 18 comprehensive school with a strong tradition of learning and pastoral care. Sixth Form 150. Previous vacancy of Head of Headship. Closing date 7th May.
Further particulars and application forms (s.a.e. please) from the Headteacher (immediately please). (37864) 130018

**SANDWELL**
METROPOLITAN BOROUGH OF SANDWELL

MANOR HIGH SCHOOL
(Group 1?)
(11-16 comprehensive)

Required for September 1982

**FIRST DEPUTY HEAD**
**SCALE 3A OR SECOND MASTER/MISTRESS**

Person appointed will have specific responsibility for pastoral matters. Application forms and further details available from and returnable to Director of Education, Education Department, Rolfe 41, West Bromwich, West Midlands B70 8DU. Closing date 30th April, 1982.

Canvassing of members of the authority will disqualify an equal opportunity employer. 130011



**SECONDARY DEPUTY HEADSHIPS**
continued

**TAMESIDE**
METROPOLITAN
AUDENSHAW COUNTY HIGH SCHOOL FOR BOYS
**SECOND DEPUTY HEADTEACHER**

Applications are invited from suitably qualified and experienced candidates for the above post. The successful person will exercise a senior level responsibility for the pastoral care of pupils in this 11 - 18 Comprehensive School.

**HOLLYBRIDGE COPLEY**
COUNTY HIGH
Group 1B
**SECOND DEPUTY HEADTEACHER**
**DIRECTOR OF STUDIES**

Application are invited from suitably qualified and experienced candidates for the above post. The successful person will be well qualified to provide a strong influence in the academic life of the School.

Application forms and further particulars for the above posts may be obtained from the Director of Education, Education Department, Council Offices, Wellington Road, Ashton-under-Lyne, OL6 6DG. (Tel: 061-339 2244 Ext. 2). Closing date for completed applications 30th April, 1982. Ref: TE 2041/TES. (45170) 130012

**NORTH YORKSHIRE**
COUNTY COUNCIL
SETTLE HIGH SCHOOL
Settle, North Yorkshire BD24 9DA
Required September 1982
a DEPUTY HEAD (Group 1C) for Settle High School, (a 13 - 18 Comprehensive, upper school, serving a wide rural area).
The appointment is available on the retirement of the present First Deputy whom both governors and staff thank for the organisation side of school life.
Further details and application forms from the Headmaster at the School (s.a.e. please). (37894) 130018

**ALUN SCHOOL, Mold (4801)**
(11-18, 1,400 pupils)
Head - T. J. Hanson, BSc

**SECOND in the HISTORY DEPARTMENT, Scale 2**
Applicants should be History graduates with experience of Sixth Form teaching, preferably British and European History 1714–1939.
The successful applicant will be expected to contribute to the present restructuring of the department in the lower school.

**PRESTATYN HIGH SCHOOL, Princes Avenue, Prestatyn (2312)**
(11-18, 1,840 pupils)
Head - D. E. Williams, BA

**(1) HEAD OF ART, Scale 3**
A well qualified experienced teacher is required to be responsible for the Art Department. The subject is taught up to A level in a well equipped suite of three specialist rooms. The vacancy arises from the retirement of the present holder of the post.

**(2) Graduate PHYSICIST, Scale 1 (One year appointment due to secondment).**

**RHYL HIGH SCHOOL, Grange Road, Rhyl (55533)**
(11-18, 1,600 pupils)
Head - Keith Sanderson, MA

**(1) FRENCH, Scale 1**
A young enthusiastic graduate is sought who could eventually share in the teaching of the subject up to and including A level in this expanding department.

**(2) MATHEMATICS, Scale 1**
The post initially would involve the teaching of Mathematics up to and including O level but a well qualified graduate is sought who would have the potential to teach up to A level in due course.

**BRYNHYFRYD SCHOOL, Ruthin (3933)**
(11-18, 1,030 pupils)
Head - Owen L. Thomas, MA

**PHYSICS**
Graduate Physicist assist in the PHYSICS Department to be responsible for the subject at least to CSE level.

**YSGOL GLAN CLWYD, Llanelwy (St. Asaph) (682611)**
(11-18, 880 disgybl)
Pennaeth - H. D. Healey, BA

**FFISEG**
(1) Athro neu Athrawes wedi arbenigo mewn FFISEG i gynorthwyo i ddysgu'r pwnc ym mhen uchaf yr ysgol ac at arholiadau allanol y TAU y TAG a'r Safon Uwch. Gellid ystyried cynnig cyflog Graddf 2 in ymgeiswyd profiadol.

**SAESNEG**
(2) Athro neu Athrawes wedi arbenigo mewn SAESNEG i gynorthwyo i ddysgu'r pwnc drwy'r ysgol. Cyflog Graddfa 1.

**ARGOED HIGH SCHOOL, Bryn y Baal, Mold (Mold 58414)**
(11-18, 840 pupils in September 1982)
Head - Bryn Ellis, BA
(1) Faculty of Languages

**GERMAN + EUROPEAN STUDIES**
Teacher to be responsible for the development of GERMAN and EUROPEAN STUDIES. A Scale 2 post will be available for a suitably qualified and/or experienced candidate.
(2 Faculty of Maths and Science

**PHYSICAL SCIENCE, Scale 1**
It would be advantageous if the person could offer both Chemistry and Physics to all levels as well as General Science.

**BRYN ALYN SCHOOL, Gwersyllt, Wrexham (756469)**
(11-18, 1,050 pupils)
Head - K. J. MacDonagh, BA

**(1) HEAD OF HISTORY, Scale 2**
The History department is part of the Humanities Faculty and contributes to the integrated humanities course which is taught in years 1 and 2. History courses are taught in years 3, 4 and 5: the syllabuses of the WJEC are followed and the school has its own Mode III examinations.

**(2) PHYSICS and COMBINED SCIENCE, Scale 1**
**(For one year only during the secondment of the permanent holder of the post).**
The Science Faculty offers Combined Science to pupils in years 1–3, and Physics course to O and CSE levels in the senior school.

**GRANGO SCHOOL, Rhos, Wrexham (Rhos 840082)**
Head - Owen Hughes, BSc
The following vacancies represent the final stage in the growth of Grango up to full 11–18 status by September 1982 when approximately 920 pupils will be on roll.

**(1) HEAD OF MUSIC, Scale 3**
Experienced and successful graduate teacher required to take overall responsibility for the teaching, organisation and development of Music up to O and CSE level. A commitment to all aspects of musical experience is essential and a particular and expertise in choral work would be an advantage.
A person with the ability and enthusiasm to uphold the fine musical traditions of this locality is being sought. The department will have a specialist Music room as well as two musical practice areas within the next phase of the new building programme.

**(2) ENGLISH, Scale 2**
Experienced and successful graduate teacher to make a significant contribution to the teaching, organisation and development of English throughout the school and up to O/CSE level. The post will include specific responsibility for the school library, and will involve a contribution to the development of linguistic skills across the school curriculum in close liaison with the Head of Department and other colleagues.

**(3) SECOND in CAREERS DEPARTMENT, Scale 2**
Experienced and successful teacher of Humanities to assist the existing Head of Careers and Industrial Liaison in all aspects of the current work from the 3rd year onwards.
The teaching role will primarily include the compulsory 4th and 5th year World Studies curriculum (Mode III CSE) as well as History at different levels throughout the school. Some Geography teaching may also be required.
Applicants should preferably have some experience and/or training in Careers Education but commitment and enthusiasm for this role is the main requirement. A Careers Library will be available in the near future within Phase 2 of the new buildings.

**(4) MATHEMATICS AND COMPUTER STUDIES, Scale 2**
Experienced and successful graduate teacher to teach Maths throughout the school and Computer Studies within the 4th and 5th year options. The role will also include specific areas of responsibility within the Maths department.
Well equipped Maths rooms and Computer Studies centre will be available in the near future within Phase 2 of the new buildings.

**(5) FRENCH, Scale 2**
Experienced and successful graduate to teach French throughout the school and up to O and CSE levels. The post will include specific areas of responsibility within the Modern Languages department.

**(6) SCIENCE, Scale 1**
Physicist preferred.

**DARLAND SCHOOLS, Rossett, Wrexham (Rossett 570588)**
(11–16, 970 pupils)
Head - D. J. Gwilliam, BSc

**(1) HEAD OF DEPARTMENT OF MUSIC, Scale 2**
An enthusiastic teacher and accomplished musician is required to teach Music to O/CSE level. The person appointed must be prepared to continue the development of extra-curricular activities in Music which include the training of choir and orchestra and taking charge of the musical content of the annual musical productions which have achieved a very high reputation in recent years.
There is a possibility in the future of a Scale 3 being available for a suitably experienced and qualified teacher.

**(2) MODERN LANGUAGES, Scale 1**
Suitably qualified teacher, graduate preferred, to teach French to at least CSE and possibly O level. The person appointed will join a very flourishing and successful department in a school where Modern Languages are popular choices in the 4th and 5th forms. An ability to teach German would be an advantage but is not essential for this position.

**BROMFIELD SCHOOL, Wrexham (263945)**
(11–16, 690 pupils)
Acting Head - V. Jones, BSc

**FRENCH Scale 1.**
To O level,

**BRYN OFFA SCHOOL, Wrexham (266775)**
(11–18, 1,350 pupils)
Head - Mrs R. Wilis, BA

**(1) ENGLISH, Scale 3**
Honours Graduate with experience of the comprehensive school, eager to take on the work of Second in a large Department. Applicants should indicate particular interests and capabilities within the likely range of departmental needs.

**(2) FRENCH, Scale 1**
Ability to offer Latin OR a subsidiary subject also required.

APPLICATION FORMS may be obtained from the Head of the appropriate school, (please enclose an sae) to whom completed forms should be returned by April 28th.

JOHN HOWARD DAVIES
*Director of Education*

*Shire Hall, MOLD CH7 6NR.*

CLWYD COUNTY COUNCIL

**HERTFORDSHIRE**
COUNTY COUNCIL
THE BISHOPS DIVISION
THE BISHOPS STORTFORD HIGH SCHOOL
Loudon Road, Bishops Stortford.
Five form entry, all ability school for boys aged 11 - 18, number on roll 760 with growing sixth form.
Applications are invited from Graduates for the post of Deputy Head from 1 September 1982. Group 5 salary £10,893 - £11,481 plus £813 fringe allowance.
Application forms and full details from the Divisional Education Officer, Scout House, Hansdell Road, Hertford SG13 8BD. Closing date 27th April 1982. (37853) 130012

**Remedial Posts**

**Heads of Department**

**DORSET**
FERNDOWN UPPER SCHOOL
Ferndown
13-19 Co-Educational
Comprehensive Upper School, 1400 on roll
Required for September 1982, Head of Remedial Studies. Scale 3.
Letter of application and curriculum vitae together with the names of two referees to the Head at the above address, particulars available from the school on receipt of s.a.e. (45088) 131018

**HAMPSHIRE**
FAREHAM PARK SCHOOL
Hillson Drive, Fareham
(11 - 16 mixed comprehensive - 712 on roll)
Required September 1982
HEAD OF REMEDIAL DEPARTMENT - Scale 3
Send s.a.e. to Head for details. (45125) 131018

**GLOUCESTERSHIRE**
CHURCHDOWN SCHOOL
Winston Road, Churchdown, Gloucester GL3 2RB
Required for September qualified and experienced teacher to work with Junior Remedial pupils up to third Year. Scale 3 post available for taking charge of the organisation of the Junior Work. Some teaching in other departments) also available to suitably qualified applicants.
Please state subject.
For details and application form from the Headmaster (SAE returnable as soon as possible. (37742) 131020

**HAMPSHIRE**
CRESTWOOD SCHOOL
Shakespeare Road, Eastleigh.
New Comprehensive (11 - 16) mixed community school, opened in 1981.
N.O.R. 835
Scale 3 Remedial
Letter of application with full C.V., names and addresses of two educational referees and s.a.e. to Headteacher. (45121) 131020

**HAVERING**
LONDON BOROUGH OF HAVERING
AREA ADVISORY TEACHER IN REMEDIAL EDUCATION.
SCALE 3
Required September 1982 as a member of the Authority's unattached staff based at the Remedial Resources Centre.
The successful applicant will be required to work with children experiencing difficulties in literacy and numeracy and also fulfil an advisory role with teachers, mainly at the Secondary School level. Experience and qualifications should reflect a commitment to children with special educational needs.
Application forms are available (s.a.e. please) from the Director of Educational services, Mercury House, Mercury Gardens, Romford, Essex. Closing date Friday 30th April, 1982. (45099) 131020

**LEICSTERSHIRE**
HIND LEYS COLLEGE
Forest Street, Shenshed, Loughborough, Leics.
In the Leicestershire plan for reorganisation of secondary education.
Upper 14 - 18

Roll 751

REMEDIAL EDUCATION
Scale 3

Required August, a teacher with experience of remedial education to be responsible for co-ordinating the development of support learning for 14 - 16 year old students.

Further particulars available from the Principal to whom completed application should be sent by 28th April, 1982. (37050 (45403) 131020

**WALTHAM FOREST**
LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and beyond the Epping Forest. London Addition to salary payable.
TEACHERS' CENTRE
Queens Road, London E17 8QS
Head of Service: Mr. R. Lewis
REMEDIAL TEACHING
SCALE 3 £8,
REQUIRED FOR SEPTEMBER 1982. An experienced teacher is required for this team, seconded on to long-term basis, to assist in Comprehensive High Schools (11 - 16 age range) where additional remedial help is available. The post offers opportunity for guided in-service training for a teacher with imagination, qualification, as well as interest in the educational needs of the individual child with learning difficulties.
Scale 3 or 3 available depending on the qualifications of the successful applicant.
Application form and further details available on receipt of s.a.e. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, Sycamore Grove, Orford Road, London E17 9BQ. Closing date: 30th April, 1982. (45437) 131020

**WALSALL**
METROPOLITAN BOROUGH OF WALSALL
EDUCATION COMMITTEE
SHIRE OAK
COMPREHENSIVE SCHOOL
Lichfield Road, Walsall (Mixed, Walsall) Wales 994
Required for September, 1982, HEAD OF SPECIAL EDUCATION (REMEDIAL) Scale 3.
The successful candidate will be responsible for guidance advice throughout the school and for oversight of the teaching of all pupils with special difficulties. Some responsibility from September, 1982. Closing date 30th April, 1982.
Applications should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing a s.a.e.
This Authority is an equal opportunity employer. (45456) 131018

**Scale 2 Posts and above**

**DORSET**
OAKMEAD SCHOOL FOR GIRLS
Duck Lane, Bournemouth
(1400 pupils aged 11-16, bilateral)
Required September 1982, Remedial Teacher, Scale 2, preferably with secondary remedial experience OR primary trained with some interest, wanted to teach English and Mathematics to small classes of 1st to 3rd years.
Interviews will be held during the week beginning 24th May. Further details on receipt of s.a.e.), from and applications to the Headmistress by Wednesday, 5th May, 1982. (45613) 131020

**GLOUCESTERSHIRE**
CHURCHDOWN SCHOOL
Winston Road, Churchdown, Gloucester GL3 2RB
Required for September qualified and experienced teacher to work with Junior Remedial pupils up to third Year. Scale 3 post available for taking charge of the organisation of the Junior Work. Some teaching in other departments) also available to suitably qualified applicants.
Please state subject.
For details and application form from the Headmaster (SAE returnable as soon as possible. (37742) 131020

**HAMPSHIRE**
CRESTWOOD SCHOOL
Shakespeare Road, Eastleigh.
New Comprehensive (11 - 16) mixed community school, opened in 1981.
N.O.R. 835
Scale 3 Remedial
Letter of application with full C.V., names and addresses of two educational referees and s.a.e. to Headteacher. (45121) 131020

**HAVERING**
LONDON BOROUGH OF HAVERING
AREA ADVISORY TEACHER IN REMEDIAL EDUCATION.
SCALE 3
Required September 1982 as a member of the Authority's unattached staff based at the Remedial Resources Centre.
The successful applicant will be required to work with children experiencing difficulties in literacy and numeracy and also fulfil an advisory role with teachers, mainly at the Secondary School level. Experience and qualifications should reflect a commitment to children with special educational needs.
Application forms are available (s.a.e. please) from the Director of Educational services, Mercury House, Mercury Gardens, Romford, Essex. Closing date Friday 30th April, 1982. (45099) 131020

**LEICSTERSHIRE**
HIND LEYS COLLEGE
Forest Street, Shenshed, Loughborough, Leics.
In the Leicestershire plan for reorganisation of secondary education.
Upper 14 - 18

Roll 751

REMEDIAL EDUCATION
Scale 3

Required August, a teacher with experience of remedial education to be responsible for co-ordinating the development of support learning for 14 - 16 year old students.

Further particulars available from the Principal to whom completed application should be sent by 28th April, 1982. (37050 (45403) 131020

**WALTHAM FOREST**
LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and beyond the Epping Forest. London Addition to salary payable.
TEACHERS' CENTRE
Queens Road, London E17 8QS
Head of Service: Mr. R. Lewis
REMEDIAL TEACHING
SCALE 3 £8,
REQUIRED FOR SEPTEMBER 1982. An experienced teacher is required for this team, seconded on to long-term basis, to assist in Comprehensive High Schools (11 - 16 age range) where additional remedial help is available. The post offers opportunity for guided in-service training for a teacher with imagination, qualification, as well as interest in the educational needs of the individual child with learning difficulties.
Scale 3 or 3 available depending on the qualifications of the successful applicant.
Application form and further details available on receipt of s.a.e. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, Sycamore Grove, Orford Road, London E17 9BQ. Closing date: 30th April, 1982. (45437) 131020

**Scale 1 Posts**

**DORSET**
LYTCHETT MINSTER
Upton
Lytchett Minster, Near Poole
Required September 1982, temporary for one year, a teacher (Scale 1) to help children of pupils in the Remedial Department of this coeducational comprehensive school of 750 pupils. Preference would be given to one who could take on a large share of the Department's Mathematics teaching.
Application forms and further details from Headmaster (s.a.e. please). (37842) 131022

**NORTH YORKSHIRE**
COUNTY COUNCIL
SCALBY SCHOOL
Fieldstead Crescent, Newby, Scarborough
Mixed, 11 - 16
Comprehensive for 1020 pupils
REQUIRED for September 1982 - Assistant REMEDIAL Teacher, Scale 1. Additional payment will be made under Paragraph 1(d) of the Burnham Report. A specialist in Remedial teaching is required with experience or diagnostic testing skills would be preferred.
Application forms and further details are available from the Headmaster on receipt of a stamped addressed envelope. (497741 131022

**NORTH YORKSHIRE**
COUNTY COUNCIL
RYEDALE SCHOOL
Malton, YO17 0SL
Required for September, 1982, REMEDIAL teacher, Scale 1, for one year appointment. Ability to help with Lower School Geography an asset.
Application forms available from the Head (s.a.e. please) to whom they should be returned by Friday, 30th April, 1982. (45056) 131022

**By Subject Classification**

**Arts and Design**

**Heads of Department**

**HUMBERSIDE**
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BRUMBY HALL COMPREHENSIVE SCHOOL
Brumby Hall Lane, Scunthorpe
Head Teacher: Mr. A. Sears
No. on Roll: 1000
Required for September, 1982, HEAD OF ART AND CRAFT (Scale 3) in this 13 - 18 mixed Comprehensive school.
Application forms and further particulars obtainable from the Head Teacher at the above address to be completed forms should be returned not later than 30th April, 1982. (s.a.e. please). (37691) 131018

**Scale 2 Posts and above**

**CALDERDALE**
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
EXLEY SECONDARY SCHOOL
Park Lane, Exley, Halifax
Required for 24th August, 1982 for this 4 form entry 11 - 16 secondary modern school, a Teacher in charge of ART (Scale 3) with additional responsibility for reprographics throughout the school.
Application forms and further details obtainable from receipt of s.a.e. from the Headteacher to whom completed forms should be returned by 30 April, 1982. (42562) 131020

**ENFIELD**
LONDON BOROUGH OF ENFIELD
KINGSHEAD SCHOOL
Southbury Road, Enfield, Middx. EN1 1QY. Tel: 1500.
Required as soon as possible as enthusiastic teacher to join a CREATIVE DESIGN TECHNOLOGY DEPARTMENT with an integrated design faculty (Scale 3).
Applicants should offer all heavy craft (with a particular interest in Engineering and/or Technology. A commitment to a design approach essential and the successful candidate will join a strong department with excellent workshop facilities.
Readvertisement - previous applications will be re-considered.
London Allowance, £498. Consideration given to assistance with removal, relocation and, temporary housing, and two terms allowance.
Application forms (foolscap s.a.e.) available from the Head Teacher at the School. Closing date as soon as possible. (37854) 131020

**NORFOLK**
NOTRE DAME VA RC HIGH SCHOOL
Surrey Street, Norwich
(1000 mixed 11 - 18 years)

Scale 3 Teacher in charge of Art

required for September 1982. Catholic preference but all applicants will be fully considered. An enthusiastic and imaginative teacher is required to run a successful Department which has courses to 'A' level.

Application forms and further details may be obtained from the Reverend John Denton, Cathedral House, Upton Road, Norwich NR1 4BB. (37759) 131020

**Scale 1 Posts**

**DORSET**
LYTCHETT MINSTER
Upton
Lytchett Minster, Near Poole
Required September 1982, temporary for one year, a teacher (Scale 1) to help children of pupils in the Remedial Department of this coeducational comprehensive school of 750 pupils. Preference would be given to one who could take on a large share of the Department's Mathematics teaching.
Application forms and further details from Headmaster (s.a.e. please). (37842) 131022

**Scale 1 Posts**

**DORSET**
FERNDOWN UPPER SCHOOL
Ferndown, Wimborne
13-19 Co-Educational
Comprehensive School, 1400 on roll
Required for September 1982 qualified Art and Design teacher to join established department. Scale 1. Specialist in printmaking and textiles with ability to assist in general Art teaching. Purpose built block with Pottery section, share in work up to and including 'A' level.
Letter of application and curriculum vitae together with the names of two referees to the Head Ferndown Upper School. Further particulars available on receipt of s.a.e. (45081) 131022

**GLOUCESTERSHIRE**
CHURCHDOWN SCHOOL
Winston Road, Churchdown, Gloucester GL3 2RB
Required from September qualified Art Teacher Scale 1 (A.T.P.O.) interested in teach mainly graphics - painting and drawing - to 'A' level and C.S.E. Level. Interest AND ability to help in ceramics an advantage. Must also be prepared to help with Theatre Lore or Technical Studies to Junior Forms.
Further details and application form from the Headmaster (s.a.e. please) to whom they should be returned by Friday, 30th April, 1982. (45056) 131022

**SHROPSHIRE**
EDUCATION COMMITTEE
IDSALL SCHOOL
Coppice Green Lane, Shifnal, Shropshire
(11 - 18 Group 1?)
ART/CRAFT TEACHER (Scale 1)
in Design Faculty. Interest in Textiles/Printing useful but not essential.
Further details from Head (sae). (45328) 131022

**U.S.A.**
CRAFTS TEACHING IN US SUMMER CAMPS
BUNACAMP is looking for hundreds of enthusiastic craftsteachers age 19-30, to work with American Children for 9 summer months. Two weeding weeks from June to mid-August. Good salary plus $835 salary. Flexible holiday end.
Contact Tim Edwards, BUNACAMP, 58 Berners St, London W1P 3AE. Tel: 01-580 9551. (37885) 131022

**Scale 2 Posts and above**

**CALDERDALE**
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
EXLEY SECONDARY SCHOOL
Park Lane, Exley, Halifax
Required for 24th August, 1982 for this 4 form entry 11 - 16 secondary modern school, a Teacher in charge of ART (Scale 3) with additional responsibility for reprographics throughout the school.
Application forms and further details obtainable from receipt of s.a.e. from the Headteacher to whom completed forms should be returned by 30 April, 1982. (42562) 131020

**SHROPSHIRE**
EDUCATION COMMITTEE
IDSALL SCHOOL
Coppice Green Lane, Shifnal, Shropshire
(11 - 18 Group 1?)
ART/CRAFT TEACHER (Scale 1)
in Design Faculty. Interest in Textiles/Printing useful but not essential.
Further details from Head (sae). (45328) 131022

**NORTHAMPTONSHIRE**
WELLINGBOROUGH
WHEN BY LAND
London Road,
Wellingborough, Northants NN8 2DO

ART AND DESIGN SCALE

Required for September 1982 in this co-educational 11 - 18 comprehensive school of 1150 pupils (260 in the Sixth Form) a qualified Assistant Teacher to organise and teach 3-Dimensional Design/Pottery in this co-educational comprehensive School, and to share the teaching of Art/3-Dimensional Design with the Head of Art and his assistant.

The successful candidate must be able to give assistant work in Design Technology Courses within the Design Faculty. Teaching requirements are to CSE and GCE 'O' Level with the possibility of a share in work to GCE Advanced level.

Further details and application forms available from the Headmistress (SAE please). (45009) 131222

**OXFORDSHIRE**
COUNTY COUNCIL
ICKNIELD SCHOOL
Letcombe Regis
See under other than by sub-ject (s.a.e.) (45545) 131228

**WILTSHIRE**
MOREDON SECONDARY SCHOOL
Akers Way, Swindon SN2 2NJ
(11 - 14 years: N.O.R. 615)
Required September 1982, Teacher Scale 1, for ART and CRAFT with particular interest in POTTERY.
Letter of application, together with names and addresses of two referees to the Headmaster. (45135) 131222

**Careers**

**Heads of Department**

**AVON**
COUNTY OF AVON
PRIORY SCHOOL
Queen Victoria Avenue, Weston-super-Mare BS23 2BP
(New Comprehensive, 11-16 mixed 1140 on roll)
Required September 1982, Teacher I/C Careers, Scale 3.
The successful applicant will be a full teaching member of the Social Studies Faculty, responsible to the Head of Faculty for the planning of Careers Guidance.
Please send s.a.e. to Headmaster for further details. 131218

**LEEDS** CITY COUNCIL
DEPARTMENT OF EDUCATION

Closing date for receipt of applications is: 30th April, 1982.
Forms are available from and should be returned to the Director of Education, Department of Education, Great George Street, Leeds LS1 3AB.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

**HIGH/SECONDARY SCHOOLS**
**HEADSHIP (GROUP 12)**

R. 487 JOHN SMEATON HIGH SCHOOL
(No. on rolls 1,200; 13–18 years)
Smeaton Approach, Leeds LS15 8TA
Telephone: 644251
Head Teacher: Mr T. G. B. Howe, M.C.
Required for September, 1982: HEAD TEACHER (GROUP 12). Further details from Director of Education.

CYNGOR SIR DYFED COUNTY COUNCIL
EDUCATION AUTHORITY

Required for 1st September, 1982:
1. THE CRAIG COMPREHENSIVE SCHOOL, LLANELLI
(HEAD OF BIOLOGY DEPARTMENT (SCALE 3))
A teacher with experience in Comprehensive schools is required to teach Biology to A/CSE/O/ AS levels and Human Biology to O/CSE level.
2. CEIDDOR COMPREHENSIVE SCHOOL, LLANELLI
QUALIFIED ASSISTANTS
i) English; Graduate to teach to all levels (Scale 1)
ii) Mathematics; Graduate to teach all levels (Scale 1)
iii) Physical Education Specialist Teacher. Ability to teach Boys Games essential.
Applicants should also be able to teach another subject, preferably English or French (Scale 1).
3. GLANYMOR COMPREHENSIVE SCHOOL, BURRY PORT
a) HEAD OF BOYS P.E. (Scale 3). Applications are invited from specialist teachers.
The school has a new Sports Complex and good outdoor pursuit facilities available near at hand.
b) A Graduate for the post of ASSISTANT TEACHER (Scale 1) of English/Welsh. A Welshman to assist with some remedial teaching would be advantageous.
Application forms for these posts are available from the Headmaster of the schools concerned (s.a.e. please) to whom the completed forms should be returned by not later than 30th April, 1982.
4. NARBERTH COUNTY SECONDARY SCHOOL
SCALE 1 TEACHER to take sole charge of Typewriting and Associated Office Skills. Ability to teach Social Studies to CSE (mixed) would be an advantage.
Applications by letter including the names and addresses of two persons to whom reference may be made should reach the Headmaster by 30th April, 1982.
W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen.

**SECONDARY CAREERS**
continued

**WALTHAM FOREST**

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER

The Borough is within easy reach of Central London and bordered by Epping Forest. London addition to salary payable.

WILLIAM MORRIS SENIOR HIGH SCHOOL
Chingford Road, London E17 6QD

Head Teacher: Mrs. M. Tyndall B.Sc. Comp. Inst.

REQUIRED FOR SEPTEMBER 1982

HEAD OF CAREERS EDUCATION SCALE 3 required in this Comprehensive School for pupils aged 14-18 years (650 on roll).

The Head of Careers Education will work within the 4th and 5th year Social Education programme and will participate in the provision of guidance for sixth formers.

Application forms and further details available on receipt of s.a.e. to Miss Head Teacher. Closing date 30th April 1982. (37825) 131418

## Classics

## Heads of Department

*WILTSHIRE*

DAUNTSEY'S SCHOOL
West Lavington, Devizes, Wiltshire.
H.M.C./Coeducational/Independent - 480 Pupils.
Sixth Form Centre
Lavington Comprehensive
Required for September 1983 possibly January 1983)
HEAD OF CLASSICS DEPARTMENT. Opportunities to teach the Classics Side of the subject and traditional methods both at Dauntsey's at the 11 - 16 Lavington Comprehensive School.
An interest in developing extra-curricular activities is essential.
Salary Above Burnham Scale III.
Applications with curriculum vitae and the names of two referees should be sent as soon as possible to the Headmaster, from whom further details may be obtained. (37773) 131618

## Commercial Subjects

## Heads of Department

**BUCKINGHAMSHIRE**

MILTON KEYNES DIVISION
DENBIGH SCHOOL
Cornwall Grove, Bletchley, MK3 7HL
(mixed comprehensive approximately 1140 on roll)
Required for September 1982, a Head of Business Studies to establish a new department, to co-ordinate the teaching of typewriting, office practice, commerce and economics. Successful courses (including one in economics to 'A' level) already exist but the ability to establish new and attractive courses for the older pupils is required. Scale 3 or 4. The school has good facilities and it is hoped will be more fully developed in the future.
Assistance with removal expenses and housing may be available in approved cases, and there is a wide range of housing to buy in the area.
Applications by letter to the Headmaster, Mr. M. Corrin MA giving curriculum vitae and the names and addresses of two referees. (37815) 131818

## Scale 1 Posts

**OXFORDSHIRE**

COUNTY COUNCIL
CHIPPING NORTON SCHOOL
Burford Road, Chipping Norton
Required for September 1983 for this six form entry 11 - 18 mixed comprehensive school, to share in the full range of courses and activities of a thriving business studies department and to set up a new industrial studies course. Plus the Oxford Local Examinations Board.
The successful candidate should have a sympathetic understanding of the needs of less academically able sixth formers, and be prepared to share in the teaching of the commerce content of vocational shortcourse and City and Guilds foundation courses.
Assistance with removal expenses may be available in approved cases, and housing is available in a wide range of housing to buy in the area.
Applications by letter to the Headteacher at the school giving full c.v. (37816) 131818

## Scale 1 Posts

**EAST SUSSEX**

COUNTY COUNCIL
THOMAS PEACOCK SCHOOL
Bonners Drive, Rye TN31 7NG
(Mixed Comprehensive 11 - 18 (Yr 12) 750)
Required September 1982, a teacher responsible for Computer Studies and plan for Scale 3 Mathematics. Scale 1 or Scale 2 for suitable applicant. Computer Studies have been established in the school for 4 years and will be expected to develop considerably in the future.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from the Headmaster. Closing date 30th April 1982. (38028) (38058)

**ESSEX**

THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
(Roll 1500, 11 - 18 Group 12)
Tel: Harwich 04-76
GRADUATE QUALIFIED TEACHER OF COMPUTER STUDIES
Required for September. Experienced person sought who can teach the subject up to 'A' level.
Application forms and further details from Head of Computer Studies.
Computer facilities established at C.S.E. and 'O' level with 12 terminals including 205 in Sixth Form and boundless scope for Peak District National Park.
Required for September 1982 a suitably qualified and experienced graduate teacher for the Scale 2 post of Computer Studies.
Computer facilities established at C.S.E. and 'O' level with 12 terminals including Lower School and Sixth Form.
For a single applicant, this post can be offered in residential in the School Boarding House with additional allowances for residential duties. Details available from the Bursar.
Letters of application (no forms) to the Headmaster including curriculum vitae and the names and addresses of two referees. (S.A.E.) (40073) 130018

**STAFFORDSHIRE**

EDUCATION COMMITTEE
DENSTONE COLLEGE, UTTOXETER, STAFFS. ST14 5HD
Required for September 1982 Head of Computer Studies Department (Scale 3). Applications are invited from well qualified and experienced teachers able to develop the work of the department in all its aspects, and ensure the growth of computer based learning throughout the whole curriculum. The school houses ten Apple II micro-computers in well-furnished accommodation.
Further particulars and application forms obtainable from the Headmaster to whom they should be returned by 30 April 1982. (s.a.e.). All applicants are asked to note that it is Council's view that it is desirable for that employee to be members of an appropriate Trade Union. (45437) 131818

## Scale 1 Posts

**EAST SUSSEX**

COUNTY COUNCIL
HAILSHAM SCHOOL
Battle Road, Hailsham, East Sussex BN27 1DT
(Comprehensive mixed 11 - 18 (500 on roll)
Required September 1982, Second in English Department (Scale 3) experienced teacher for work at all levels in this department. Interest in school magazines an advantage.
Relocation grants available in approved cases.
Application forms and further details (s.a.e. please) from the Headmaster. Closing date 30th April, 1982. (44986) 132420

**OLDHAM**

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HOYLAKE CHADDERTON SCHOOL
Middleton Hall Road, Chadderton, Oldham
Required for September 1982 at this 11 - 18 mixed comprehensive school of 1,500 pupils, SCALE 3 experienced teacher of ENGLISH to undertake and develop drama, and strengths in the English field.
Send s.a.e. for application form to the Head Teacher at the School, returnable to him by 30th April. (45901) 132420

**OLDHAM**

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
CROMPTON HOUSE C.S. SCHOOL
Roscoe Road, Shaw, Oldham
Required for September 1982 at this C of E 11 - 18 mixed comprehensive school of about 800 pupils, SCALE 3 experienced teacher of GEOGRAPHY IN ENGLISH department and to be able to teach 'A' level. Able to teach 'A' level Drama an advantage.
Send s.a.e. for application form to the Head at the school, available by 30th April. (45902) 132420

**OXFORDSHIRE**

COUNTY COUNCIL
WOOD GREEN SCHOOL
Witney, Oxfordshire. Witney Group 11 - 18
Required for September 1982, Teacher of English (Scale 3) to be second in the department and to teach classes throughout the school, to 'A' and 'O' level. There will also be an opportunity to teach one 'A' level teaching and to join in the teaching of subjects concerned with the pastoral care of 6th Form students.
Further details from the Headteacher, to whom letters of application (no forms) and names and addresses of two referees should be sent by the same date. Copies of the appropriate Job Agreement. SAE please. (45875) 132420

**STAFFORDSHIRE**

EDUCATION COMMITTEE
ST. ALBAN'S R.C. SECONDARY SCHOOL
Silver Link Road, Tamworth, Staffs.
Required for September, 1982 for this new developing school which opened in September, 1981:
A TEACHER RESPONSIBLE FOR THE SCHOOL LIBRARY (Scale 2).
Application forms obtainable from and returnable to the Headteacher (s.a.e. please) to whom letters of application should be sent together with the names and addresses of two referees by Wednesday, 5th May. Closing date for further details. (45155) 132420

**DORSET**

LYTCHETT MINSTER SCHOOL
Lytchett Minster, Near Poole
Required September, 1982 Graduate Specialist to assume responsibilities for Mathematics. Daily 11 - 16 (mixed comprehensive) comprising a total of 730 pupils, accommodated in 1976, well equipped and stocked.
Application forms and further details from Headmaster (s.a.e. please). (45155) 132420

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E., foolscap) from the Heads at the Schools.
Please quote reference 16/4 on correspondence.

## SECONDARY

## KINGSMEAD SCHOOL, WIVELISCOMBE

**(11–16 mixed comprehensive, 515)**
For September 1982, HEAD OF MUSIC, Scale 2. To be responsible for the teaching of Music throughout the school.
Application form and details (S.A.E.) from the Head at the School.
Closing date: 26th April, 1982.

## THE WEST SOMERSET SCHOOL, MINEHEAD

**(13–18 upper comprehensive, 1,100 mixed)**
The school's catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal areas.
For September 1982, qualified teacher of GERMAN, Scale 2. To take charge of the subject within the languages department and to teach to 'CSE', 'O' and 'A' level. The ability to teach up to 'O' level French will be a recommendation for the post.
Application form and details of school and department (S.A.E) from the Head at the school.
Closing date: 4th May, 1982.

## SYDENHAM SCHOOL, BRIDGWATER

**(11–16 mixed comprehensive, 1,020)**
For September 1982, well qualified and experienced teacher to take charge of CAREERS, Scale 3. Ability to teach in English, Mathematics or Humanities Departments an advantage.
Applications by letter to the Head at the School, with names of two referees.
Closing date: 30th April, 1982.

## THE KING ALFRED SCHOOL, BURNHAM-ON-SEA

**(11–16 mixed comprehensive, 1,519)**
For September 1982:
I) Teacher of GIRLS' PHYSICAL EDUCATION, Scale 1.
II) Teacher of MODERN LANGUAGES, Scale 1. Ability to teach French and German important.
Application forms and details (S.A.E.) from the Head at the school.
Closing date: 26th April, 1982.

## SYDENHAM SCHOOL, BRIDGWATER

**(11–16 mixed comprehensive, 1,020)**
For September 1982:
I) Teacher of ART, Scale 1. The school has a well equipped Art Department and would welcome applications from Fine Art Graduates with experience of screen printing and photography, to teach throughout the school, including 'O' level.
II) Well qualified and experienced teacher to take charge of RELIGIOUS EDUCATION DEPARTMENT, Scale 2.
Applications by letter to the Head at the school, with names of two referees.
Closing date: 30th April, 1982.

## PRIMARY HEADSHIP

## OUR LADY'S R.C.V.A. PRIMARY, WINCANTON

For September 1982, HEAD for this Group 3 school. Suitably qualified and experienced teacher, and a fully committed practising Catholic.
Application form and details (S.A.E.) from the Staffing (T) Section, Education Department, County Hall, Taunton.
Closing date: 30th April, 1982.

## PRIMARY DEPUTY HEADSHIP

## UPTON NOBLE V.C. PRIMARY, NR. SHEPTON MALLET

For September 1982, DEPUTY HEAD for this Group 3 school.
For top juniors and boys' games.
Application forms and details (S.A.E.) from the Head at the school.
Closing date: 4th May, 1982.

## Scale 2 Posts and above

**ROTHERHAM**

METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
WICKERSLEY COMPREHENSIVE SCHOOL
11 - 18 Mixed Approx. 1353 (Full Annex. 164 in 6th Form)
Required for September, 1982.
ASSISTANT TEACHER - Scale 2
Graduate teacher for English to act as curriculum development. Must be well qualified and experienced to contribute to the development in a successful Department and teach to 'A' level. Further information available from the Head Teacher.
Closing Date: 27th April, 1982.
Applications by letter, to the Headteacher, Wickersley Comprehensive School, Bawtry Road, Wickersley, Rotherham S66 1JL. Tel: Wickersley 543145.
W.R. Mussett, Director of Personnel Resources. (45888) 132420

**BATH**

ST. MARK'S SCHOOL
Bath, C of E Voluntary Aided, Bath Comprehensive, Number on Roll 560
Required September 1982 a teacher of Geography (Scale 2) to join a strong team in this successful 11 - 16 mixed comprehensive school. Applicants should be able to teach throughout the school to 'O' level and 'CSE' and to help with Fieldwork is desirable.
Applications should be by letter (no forms) stating curriculum vitae and the names of two referees to the Headmaster at the school, from whom further details may be obtained. (45895) 132422

**BATH**

ST. MARK'S SCHOOL
Bath, C of E Voluntary Aided, Bath Comprehensive, Number on Roll 560
Required September 1982 a teacher of Geography (Scale 2) to join a strong team in this successful 11 - 16 mixed comprehensive school. Applicants should be able to teach throughout the school to 'O' level and 'CSE' and to help with Fieldwork is desirable.
Applications should be by letter (no forms) stating curriculum vitae and the names of two referees to the Headmaster at the school, from whom further details may be obtained. (45895) 132422

**BERKSHIRE**

BRACKNELL FOREST BOROUGH COUNCIL
EDUCATION DEPARTMENT
BRACKNELL FOREST COMPREHENSIVE SCHOOL
Broadmoor Road, Crowthorne, Berks RG11 7AE
Required September 1982 a teacher of Geography (Scale 2) to join a strong team in this successful 11 - 16 mixed comprehensive school. Applicants should be able to teach throughout the school to 'O' level and 'CSE' and to help with Fieldwork is desirable.
Applications should be by letter (no forms) stating curriculum vitae and the names of two referees to the Headmaster at the school, from whom further details may be obtained. (45895) 132422

## Scale 2 Posts and above

**ROTHERHAM**

METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
ASTON COMPREHENSIVE SCHOOL
Aston, Sheffield S31 0WG
(1,500 pupils)
Required for September 1982 a suitably qualified graduate teacher for the Scale 2 post of Computer Studies.
Computer facilities established at C.S.E. and 'O' level with 12 terminals including Lower School and Sixth Form.
For a single applicant, this post can be offered in residential in the School Boarding House with additional allowances for residential duties. Details available from the Bursar.
Letters of application (no forms) to the Headmaster including curriculum vitae and the names and addresses of two referees. (S.A.E.) (40073) 130018

## Economics

## Scale 1 Posts

**AVON COUNTY**

GORDANO SCHOOL
Pill Road, Pill, Portishead, Bristol BS20 9GH
For September 1982, a teacher of Economics (Scale 1) in a lively and successful Business Studies department. There are 'A' level sets as well as Economics to 'O' level and the successful candidate will also need to contribute to another subject.
Application forms (no letter of the forms) stating full curriculum vitae and the names of two referees, to the Headmaster at the school from whom further details are available. (45482) 132422

**AVON**

BACKWELL SCHOOL
Backwell, Bristol BS19 3PB
(457 - 19.3.82)
Required September 1982 a qualified teacher of Economics (Scale 1) to teach up to and including 'A' level. It is essential that the teacher appointed can offer a subsidiary subject to 'A' level.
Letters and names of two referees to the Head at the school from whom further details may be obtained. (37765) 132422

**CAMBRIDGESHIRE**

HUNTINGDON AREA
LONGSANDS SCHOOL
St. Neots, Huntingdon, Cambs
Community College since 1975. 1,500 on roll. 800 in Sixth Form.
Required for September 1982 Graduate Teacher of Economics (Scale 1) to teach up to 'A' level. Able to offer also subsidiary History essential) and Politics (useful).
Apply by letter (no forms) to the Headmaster at the school giving full c.v. (45784) 132422

**HAMPSHIRE**

ALL HALLOWS R.C. SCHOOL
Weybourne Road, Farnham, Surrey
Comprehensive Mixed 11 - 18 (Yr 12) 930
Required for September, 1982, Scale 3 post Teacher of Computer Studies and Economics. Computer facilities available. To assist in developing the subject throughout the school, including Sixth Form. Some science teaching involved.
Closing date one week after appearance of this advertisement.
Letter of application nominating two referees to Head Teacher with stamped addressed envelope for details. (45480) 132422

**LEICESTERSHIRE**

ROBERT SMYTH UPPER SCHOOL
Burrsmill Road, Market Harborough, Leicestershire.
In the Leicester Plan for the organisation of secondary education
Upper 14 - 18
Roll 1350 (330 in 6th Form)
ECONOMICS
Scale 1 Temporary
Required August, teacher up to G.C.E. 'O' level, especially to cover the secondment of a teacher for the academic year.
Further details from the Head. Apply (no forms) with full particulars and names and addresses of two referees. (S.A.E.). (45844) 132422

**OXFORDSHIRE**

COUNTY COUNCIL
CHIPPING NORTON SCHOOL
Burford Road, Chipping Norton
Required for September 1982 for this six form entry 11 - 18 mixed comprehensive school, to share in the full range of courses and activities of a thriving business studies department and to set up a new industrial studies course. Plus the Oxford Local Examinations Board.
The successful candidate should have a sympathetic understanding of the needs of less academically able sixth formers, and be prepared to share in the teaching of the commerce content of vocational shortcourse and City and Guilds foundation courses.
Assistance with removal expenses may be available in approved cases, and housing is available in a wide range of housing to buy in the area.
Applications by letter to the Headmaster at the school giving full c.v. (37816) 131818

## English

## Heads of Department

**ENFIELD**

LONDON BOROUGH OF ENFIELD
ST IGNATIUS COLLEGE
Upper School, Turkey St, Enfield, Middlesex
Voluntary Aided
Comprehensive School for Boys (aged 13 - 18).
Roman Catholic Fathers.
Roll 810.
Required for September 1982 HEAD OF ENGLISH (Scale 3). The successful applicant will be an experienced graduate, with proven ability for maintaining good academic standards throughout the department, which ranges from Remedial to Oxbridge level, and for developing new approaches wherever appropriate.
London Allowance, £498. Consideration given to assistance with removal relocation costs, temporary housing and two homes allowance.
Apply by enclosing full curriculum vitae and names of two referees, to the Reverend Headmaster, as soon as possible. (45815) 132418

**HAVERING**

LONDON BOROUGH OF HAVERING
HAREFIELD PARK SCHOOL
(REF 1749 Co.Ed)
Broadley Drive, Romford RM3 7SJ
Tel: Ingrebourne 71331
Headteacher: R.J. Bracken, M.A.
TEMPORARY HEAD OF ENGLISH
Scale 2
Required September 1982 to lead a large department for one year during secondment of present permanent post holder.
Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: 14 days after the appearance of this advertisement. (45855) 132418

**NORTHUMBERLAND**

QUEEN ELIZABETH COMPREHENSIVE
Whitstone Bridge Road, Hexham, Northumberland
Group 12, 13 to 18 Comprehensive, 1018 pupils including 265 in sixth form.
HEAD OF ENGLISH
Scale 4(1)
Required from September 1982. Senior Teacher post available for suitable applicant.
Removal expenses and lodging allowance may be payable.
Application forms, returnable by 30 April, and further details and S.A.E. to the Headmaster. 132418

**NORTH YORKSHIRE**

COUNTY COUNCIL
BURNSALL SECONDARY SCHOOL
Red Bargate Lane, York YO3 6WY
(11 - 16 Mixed)
Required 15 September 1982 HEAD OF ENGLISH (Scale 4 for suitably qualified and experienced candidate.
The post requires the exercise of major responsibilities and opportunities, suitable within the structure of the school.
The school is scheduled to become a 5 form entry comprehensive 11 - 16.
Application form together with curriculum vitae and names and addresses of two referees to the Headmaster by 30 April 1982. (45716) 132418

**NORTH YORKSHIRE**

COUNTY COUNCIL
RIPON SCHOOL
Ripon, Catterick Garrison
(Mixed)
Required for September 1982 a HEAD OF ENGLISH (Scale 4), for this successful and comprehensive school of 880 pupils.
Application forms and further details are available from the Headmaster at the school. (45715) 132418

**WALTHAM FOREST**

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and bordered by Epping Forest. London addition to salary payable.
LEYTON SENIOR HIGH SCHOOL FOR GIRLS
Colworth Road, Leytonstone, London E11 4TP
HEAD TEACHER: Dr. A.M. Black (Miss)
REQUIRED FOR SEPTEMBER 1982
TEACHER SCALE 1 required in this comprehensive school for pupils aged 11 - 18 years.
Numerate Economics graduate required to teach Economics, Business Studies and Commerce at CSE, O and A levels to developing department.
Application forms available from and returnable to the Head Teacher on receipt of a stamped addressed envelope.
Closing date: 30th April 1982. (45439) 132422

**WEST SUSSEX**

WEALD SCHOOL
Station Road, Billingshurst, W. Sussex RH14 9RY
(11 - 18 Mixed Comprehensive Nor 1524)
Required September 1982 Teacher of Geography (scale 1) to share in 6th form teaching and contribute to development of subject in years 9 & 10, ability & willingness to contribute to lower school humanities course essential. Particularly History essential.
Letter & details from Headteacher on receipt of s.a.e. (42549) 132222

## English

## Heads of Department

**ENFIELD**

LONDON BOROUGH OF ENFIELD
ST IGNATIUS COLLEGE
Upper School, Turkey St, Enfield, Middlesex
Voluntary Aided
Comprehensive School for Boys (aged 13 - 18).
Roman Catholic Fathers.
Roll 810.
Required for September 1982 HEAD OF ENGLISH (Scale 3). The successful applicant will be an experienced graduate, with proven ability for maintaining good academic standards throughout the department, which ranges from Remedial to Oxbridge level, and for developing new approaches wherever appropriate.
London Allowance, £498. Consideration given to assistance with removal relocation costs, temporary housing and two homes allowance.
Apply by enclosing full curriculum vitae and names of two referees, to the Reverend Headmaster, as soon as possible. (45815) 132418

**HAVERING**

LONDON BOROUGH OF HAVERING
HAREFIELD PARK SCHOOL
(REF 1749 Co.Ed)
Broadley Drive, Romford RM3 7SJ
Tel: Ingrebourne 71331
Headteacher: R.J. Bracken, M.A.
TEMPORARY HEAD OF ENGLISH
Scale 2
Required September 1982 to lead a large department for one year during secondment of present permanent post holder.
Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: 14 days after the appearance of this advertisement. (45855) 132418

**NORTHUMBERLAND**

QUEEN ELIZABETH COMPREHENSIVE
Whitstone Bridge Road, Hexham, Northumberland
Group 12, 13 to 18 Comprehensive, 1018 pupils including 265 in sixth form.
HEAD OF ENGLISH
Scale 4(1)
Required from September 1982. Senior Teacher post available for suitable applicant.
Removal expenses and lodging allowance may be payable.
Application forms, returnable by 30 April, and further details and S.A.E. to the Headmaster. 132418

**NORTH YORKSHIRE**

COUNTY COUNCIL
BURNSALL SECONDARY SCHOOL
Red Bargate Lane, York YO3 6WY
(11 - 16 Mixed)
Required 15 September 1982 HEAD OF ENGLISH (Scale 4 for suitably qualified and experienced candidate.
The post requires the exercise of major responsibilities and opportunities, suitable within the structure of the school.
The school is scheduled to become a 5 form entry comprehensive 11 - 16.
Application form together with curriculum vitae and names and addresses of two referees to the Headmaster by 30 April 1982. (45716) 132418

**NORTH YORKSHIRE**

COUNTY COUNCIL
RIPON SCHOOL
Ripon, Catterick Garrison
(Mixed)
Required for September 1982 a HEAD OF ENGLISH (Scale 4), for this successful and comprehensive school of 880 pupils.
Application forms and further details are available from the Headmaster at the school. (45715) 132418



Required in September 1982:
Yale Sixth Form College, Wrexham
(600 students)
PRINCIPAL – EIFION ELLIS, B.A.

## TWO VICE-PRINCIPALS – GROUP 11

**(DEPUTY HEAD SCALE)**
The posts fall vacant due to promotions to headships.
Applications are invited from experienced teachers who have appointed with a view to the College management team. Specific responsibilities will be allocated after the appointments are confirmed.
Both these posts will involve a teaching commitment.

Rhyl High School
*(11 – 18 mixed comprehensive, 1,500 pupils)*
HEAD – KEITH SANDERSON, M.A.

## (1) DEPUTY HEAD – GROUP 12

To provide managerial support and involvement in all aspects of school based pastoral care systems, including liaison with outside agencies and supervision of matters relating to girls' welfare and discipline. The successful candidate will also share in the day to day running of the school and be expected to be involved in most aspects of school life. The post also carries a substantial teaching commitment but the subject(s) offered is irrelevant to the appointment.

## (2) DEPUTY HEAD – GROUP 12

This post becomes vacant because of the promotion of the present holder to a headship. The post currently involves a contribution at management level to most aspects of school life but in particular the responsibility for communications within the school and the day to day routines. However, since this is now the second vacancy at this level it would be possible to some extent to tailor the two posts to fit the individual strengths of the two successful candidates. There will be a substantial teaching commitment.

Darland School, Rossett
*(11 – 16 mixed comprehensive, 970 pupils)*
HEAD – D.J. GWILLIAM, B.Sc.

## THIRD DEPUTY HEAD – GROUP 10

Applications are invited from suitably qualified and experience teachers to complete the senior management team at this school (situated half way between Wrexham and Chester).
The person appointed will work in close liaison with the Headmaster and First and Second Deputies in the corporate management of the school but will also have particular responsibility for: (1) An overview of assessment procedures within the school; (2) Organisation of Internal and External Examinations; (3) Daily Staff Cover. These will be a substantial teaching commitment.
Application forms and further particulars may be obtained from the undersigned (please enclose an s.a.e.). Completed forms should be returned by April 26th.
Shire Hall, Mold
LL62
JOHN HOWARD DAVIES
Director of Education

CLWYD COUNTY COUNCIL

GYNGOR SIR DYFED COUNTY COUNCIL
AWDURDOD ADDYSG
EDUCATION AUTHORITY

Yn ystau erbyn lal o Fedi, 1982:
Gwahoddir cefaldau oddi wrth athrawon profiadol am swydd PRIFATHRO/ PRIFATHRAWES yn yr ysgolion canlynol:

| | Grwp |
|---|---|
| 1. Ysgol Gynradd Gymraeg, Aberystwyth | 4 |
| 2. Ysgol Gynradd Penparcau, Aberystwyth | 1 |
| 3. Ysgol Gynradd Llanilar, Aberystwyth | 1 |
| 4. Ysgol Gynradd Blaenporth, Aberteifi | 1 |
| 5. Ysgol Gynradd Bronges, Castell Newydd Emlyn | 1 |
| 6. Ysgol Gynradd Beyddlyhrnnon, Ystrad Meurig | 1 |
| 7. Ysgol Gynradd Bwlchllan, Llanddewi Brefi Stallan | 1 |
| 8. Ysgol Gynradd Croesahaidu, Llanelli | 3 |
| 9. Ysgol Gynradd Tello Bent, Llandello | 2 |
| 10. Ysgol Gynradd (iau) Gwendraeth, Pontyberem | 1 |
| 11. Ysgol y Babanod Twyn, Rhydaman | 2 |
| 12. Ysgol Gynradd (iau), Abergwrun | 4 |
| 13. Ysgol Gynradd Dinas, Trefdraeth | 1 |
| 14. Ysgol Gynradd Aberngwaun, Fishguard | 3 |
| 15. Ysgol Gynradd Wirioddaf, Trelelpert | 1 |
| 16. Ysgol Gynradd Brynsterlal, Llanelli | 3 |
| 17. Ysgol Gynradd Gwenllian, Cydweli | 2 |

Ysgolion yn ymgeisiwyr fod wedi dysgu am o leiaf pum mlynedd mewn ysgolion cynradd ac yn gwell dlwgl yn y Gymraeg (Profiad Sebonrol i Ysgol Twyn).
Ceir fanylion pellach am amsien yn dwyn cyfeiriad a stamp oddi wrth y Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyddin a dylid eu dychwelyd iddo erbyn 30ain Ebrill, 1982.
Yn ateb dyledswydd Deddf 1944.
Gwahoddir cefaldau oddi wrth athrawon profiadol am swydd PRIFATHRO/ PRIFATHRAWES yn yr ysgol ganlynol:
1. Ysgol Gynradd Wirioddaf dan Gynnydd, Ty Dolwel – Grwp 2
Rhaid yr ymgeisiwyr fod wedi dysgu am o leiaf pum mlynedd mewn ysgolion cynradd ac yn gwell dlwgl yn y Gymraeg. Dylent hefyd fod yn astudiau cymunol o'r Eglwys yng Nghymru. Dylai ymgeiswyr nodi erbr eu hoffaldad Plwyf lai un o'r Canolwyr.
Ceir fanylion pellach am amsien yn dwyn cyfeiriad a stamp oddi wrth y Swyddog Addysg Rhanbarthau, Swyddfa Addysg Rhanbarthol, St. Thomas' Green, Heffordd, a dylid eu dychwelyd iddo erbyn 30ain Ebrill, 1982.
Penodedig for 1st September, 1982:
Gwahoddir cefaldau oddi wrth athrawon profiadol am swydd PRIFATHRO/ PRIFATHRAWES yn yr ysgol ganlynol:

| | Grwp |
|---|---|
| 18. Pantycwrt C.P., Saundersfoot | 3 |
| 20. Prendergast C.P. Junior, Haverfordwest | 5 |
| 21. Mount C.P. Infants, Milford Haven | 4 |
| 22. Letterston C.P., Pandale | 3 |
| 23. Swiss Valley C.P., Llanelli | 4 |
| 24. Kelvery C.P., Llanelli | 4 |

Gellir ymgeisio for the above posts must have at least five years teaching experience in primary schools or infants schools in the case of Mount C.P., Infants.
Application forms are available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pibwrlwyd, Carmarthen, to whom they should be returned not later than 30th April, 1982.
D.L. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyddin.
D. L. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen.

## SECONDARY ENGLISH
continued

**EAST SUSSEX**

COUNTY COUNCIL
HAILSHAM SCHOOL
Battle Road, Hailsham, East Sussex BN27 1DT
(Comprehensive mixed 11 - 18 (500 on roll)
Required September 1982, Second in English Department (Scale 3) experienced teacher for work at all levels in this department. Interest in school magazines an advantage.
Relocation grants available in approved cases.
Application forms and further details (s.a.e. please) from the Headmaster. Closing date 30th April, 1982. (44986) 132420

**OLDHAM**

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HOYLAKE CHADDERTON SCHOOL
Middleton Hall Road, Chadderton, Oldham
Required for September 1982 at this 11 - 18 mixed comprehensive school of 1,500 pupils, SCALE 3 experienced teacher of ENGLISH to undertake and develop drama, and strengths in the English field.
Send s.a.e. for application form to the Head Teacher at the School, returnable to him by 30th April. (45901) 132420

**OLDHAM**

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
CROMPTON HOUSE C.S. SCHOOL
Roscoe Road, Shaw, Oldham
Required for September 1982 at this C of E 11 - 18 mixed comprehensive school of about 800 pupils, SCALE 3 experienced teacher of GEOGRAPHY IN ENGLISH department and to be able to teach 'A' level. Able to teach 'A' level Drama an advantage.
Send s.a.e. for application form to the Head at the school, available by 30th April. (45902) 132420

**OXFORDSHIRE**

COUNTY COUNCIL
WOOD GREEN SCHOOL
Witney, Oxfordshire. Witney Group 11 - 18
Required for September 1982, Teacher of English (Scale 3) to be second in the department and to teach classes throughout the school, to 'A' and 'O' level. There will also be an opportunity to teach one 'A' level teaching and to join in the teaching of subjects concerned with the pastoral care of 6th Form students.
Further details from the Headteacher, to whom letters of application (no forms) and names and addresses of two referees should be sent by the same date. Copies of the appropriate Job Agreement. SAE please. (45875) 132420

**STAFFORDSHIRE**

EDUCATION COMMITTEE
ST. ALBAN'S R.C. SECONDARY SCHOOL
Silver Link Road, Tamworth, Staffs.
Required for September, 1982 for this new developing school which opened in September, 1981:
A TEACHER RESPONSIBLE FOR THE SCHOOL LIBRARY (Scale 2).
Application forms obtainable from and returnable to the Headteacher (s.a.e. please) to whom letters of application should be sent together with the names and addresses of two referees by Wednesday, 5th May. Closing date for further details. (45155) 132420

**WILTSHIRE**

HEADD BURNA SENIOR HIGH SCHOOL
Akers Way, Swindon SN2 8NJ
(Yr 7 - 13 on roll 1,000).
Required September 1982, TEACHER Scale 2 for DRAMA & ENGLISH to join a MA and English team of nine specialists in progressive 11 - 18 comprehensive. The post includes teaching a share of examination courses for CSE, O and A level English and 4th and 5th year English classes, overall responsibility for developing drama, and theatre, in the school.
Letter of application together with names and addresses of two referees to the Headteacher (Full details from the post may be obtained on receipt of S.A.E.(postcard). (45146) 132420

## Scale 1 Posts

**BUCKINGHAMSHIRE**

COUNTY COUNCIL
JOHN COLET COUNTY SECONDARY SCHOOL
Wheri Road, Wendover, Bucks
Headteacher: G.W. Newman, B.Sc.
Roll 710
TEACHER OF ENGLISH Scale 1
For September 1982 a well qualified teacher to join a strong department with good academic record.
Assistance with removal expenses may be given in approved cases.
Application forms/further particulars on receipt of S.A.E. from the Headteacher. (37845). 132420

**CROYDON**

THE OLD PALACE SCHOOL
Old Palace Road, Croydon CR0 1AX
(Direct Grant/Independent)
Required for September 1982 a teacher of DRAMA for 1982 - 1983. Honours graduate to teach ENGLISH to 'O' and 'A' level and GCSE to 'O' level. An interest in Drama would be appreciated but not essential. Duties for the right applicant will include a Drama post.
Application forms will be sent on receipt of two referees names and addresses to be sent to The Bursar, Old Palace Road, Croydon CR0 1AX. (44870)

**OXFORDSHIRE**

COUNTY COUNCIL
ICKNIELD SCHOOL
Wallingford
Required for September 1982 under other post to be created scale 1. (45875) 132422

**ENFIELD**

LONDON BOROUGH OF ENFIELD
THE HILLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middx. EN3 6YA
(Six form - entry mixed comprehensive) Roll 915.
Telephone No.: Lea Valley 76565
Required September, teacher of ENGLISH (Scale 1).
Potential applicants welcome to telephone for further details.
Application forms (foolscap S.A.E.) obtainable from the Headteacher. Closing date: 27th April, 1982.
Further details from the Head, Apply immediately (no forms) with full particulars and names and addresses of two referees (S.A.E.) (45845) 132422

**ENFIELD**

LONDON BOROUGH OF ENFIELD
SOUTHGATE TECHNICAL COLLEGE
Required from 1st September 1982 for GCE LECTURER GRADE to teach English.
For further information see under Colleges of Further Education appointments.
(37607) 132422

**GLOUCESTERSHIRE**

KATHARINE LADY BERKELEY'S SCHOOL
Wotton-under-Edge, GL12 7QA
Teacher of English, Scale 1. Required September, 1982. Candidates should be qualified to teach English to 'A' Level. Drama to public examination level and have lively skills.
Apply by letter giving full details of qualifications together with the names of two referees to the Headmaster as soon as possible. (37742) 132422

**ISLE OF MAN**

BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
Douglas, Isle of Man Comprehensive 14 - 18 (880 on roll)
Required for September, 1982 (Temporary one-year appointment) ASSISTANT Teacher (Scale 1) for English, particular emphasis and interest in Drama an advantage.
Application forms and further details can be obtained from the Headmaster, Dr. Douglas High School, Douglas, completed forms should be returned by 12th May, 1982. 132422

**KENT**

COUNTY COUNCIL
Education Department
The Springs, Ashford
ST GEORGE'S CE (VOLUNTARY AIDED) SECONDARY SCHOOL
Westwood Road, Broadstairs, Kent
Roll 940 (Mixed)
Required for September 1982 a teacher of English to CSE and 'O' level work. Scale 1 post.
Application forms with the names and addresses of two referees to the Headmaster at the school. (45878) 132422

**LEICESTERSHIRE**

HAMILTON SCHOOL
Keyham Lane West, Leicester.
Comprehensive 11 - 16
Roll 1100
ENGLISH
Scale 1
Required August, an energetic and enthusiastic graduate to teach throughout the age and ability range. Ability and willingness to teach mixed ability groups and the less able pupils would be an advantage.
Closing date: 27th April, 1982.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (S.A.E.) (45885) 132422

**LEICESTERSHIRE**

ROBERT SMYTH UPPER SCHOOL
Burrsmill Road, Market Harborough
In the Leicestershire plan for the organisation of secondary education.
Upper 14 - 18
Roll 1350 (330 in 6th Form)
ENGLISH
Scale 1
Required August; a well qualified teacher to share in the teaching of the subject to all levels.
Further details from the Head. Apply (no forms) with full particulars of qualifications together with the names of two referees to the Headmaster as soon as possible. (S.A.E.) (45827) 132422

## SECONDARY GEOGRAPHY
continued

**ENFIELD**
LONDON BOROUGH OF ENFIELD
WINCHMORE SCHOOL
Laburnum Grove, Winchmore Hill, London N21 3AS
Roll 1420
Required September, Scale 1 teacher for GEOGRAPHY to teach in the 11-16 age range, including C.S.E., O. and A. level work. Geography or Geology as second subject.
Application forms (foolscap SAE) obtainable from the Head Teacher, for return as soon as possible. (45481) 133622

**GLOUCESTERSHIRE**
ARLE SCHOOL
5 F.E. (11-18) Mixed Comprehensive School
Tuffley Road, Gloucester.
Required for September, teaching of Geography (Scale 1). Ability to teach Geology to A-level required.
Application forms, job description & details available with SAE from the Headmaster. (45479) 134622

**GLOUCESTERSHIRE**
WHITECROSS SCHOOL
Church Road, Lydney, Glos. GL15 5EE.
11 - 18 Comprehensive (1300 on roll)
Required for September, 1982
Head of History (Scale 3).
A well qualified and experienced teacher of History is required to take charge of History throughout the school. History taught within Integrated Humanities in the first two years. History is taught as a separate discipline in the third year upwards. It is a well supported subject as C.E.E., 'O' and 'A' level.
Guilsborough is an 11 - 18 comprehensive school of over 1,000 pupils, 150 of whom are sixth formers. It serves an expanding catchment area to the north-west of Northampton.
Further details and application forms available from the Headmaster (SAE please). (45803) 134618

## Scale 2 Posts and above

**ROTHERHAM**
METROPOLITAN BOROUGH OF ROTHERHAM
WICKERSLEY COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1353 on roll. Approx. 104 in 6th Form.
Required for September, 1982
ASSISTANT TEACHER - Scale 2
Graduate teacher for History, to join an expanding vigorous Department and share the 'A' level work immediately. Further information available from Head Teacher.
Closing Date: 27th April, 1982.
Applications by letter to the Headteacher, Wickersley Comprehensive School, Sawry Road, Wickersley, Rotherham S66 1JL. Tel: (0709) 549147 (24 hrs).
W.B. Mussett, Director of Personnel Resources. 134620

## Scale 1 Posts

**ENFIELD**
LONDON BOROUGH OF ENFIELD
ALBANY SCHOOL
Bell Lane, Enfield, Middx
(3 form entry Comprehensive)
Roll 1,000
Required September 1982, Basic Teacher of HISTORY to all ages and abilities and SOCIOLOGY as advanced work. SCALE 1. Post available to suitable candidate.
SAE to the Headmaster for application form and further details. (37748) 134618

**NORTHAMPTONSHIRE**
GUILSBOROUGH COUNTY SCHOOL
West Haddon Road, Guilsborough, Northampton
Required for September, 1982 Head of History (Scale 3).
A well qualified and experienced teacher of History is required to take charge of History throughout the school. History taught within Integrated Humanities in the first two years. History is taught as a separate discipline in the third year upwards. It is a well supported subject as C.E.E., 'O' and 'A' level.
Guilsborough is an 11 - 18 comprehensive school of over 1,000 pupils, 150 of whom are sixth formers. It serves an expanding catchment area to the north-west of Northampton.
Further details and application forms available from the Headmaster (SAE please). (45803) 134618

**STAFFORDSHIRE**
EDUCATION COMMITTEE
THE WILLOW HOUSE SCHOOL
St. Mary's Drive, Burton upon Trent, DE13 0JG
Required in September, 1982, SCALE 1 TEACHER OF HISTORY able to teach throughout the 11-18 age range.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that the County Council's view that it is desirable for their senior staff to be members of an appropriate Trade Union. (45460) 134622

**LEICESTERSHIRE**
COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester.
In the Leicestershire plan for the organisation of secondary education.
Upper 14 - 18
Roll 1070
HISTORY
Scale 1
Required August, a teacher to offer 'A' level History in the Sixth Form and to act as a team tutor offering Social Studies and English in the 4th year. A history graduate in the 4th and 5th year is currently being considered. Countesthorpe has an approach to teaching in 14 - 16 age ranges that involves teams of tutors, each teaching a mixed ability group of up to 25 students for half the week and also working as specialists.
Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees (S.A.E.). (45411) 132825

**OXFORDSHIRE**
COUNTY COUNCIL
HENLEY COLLEGE
Fairacres, Deanfield Avenue, Henley, Oxon RG9 1UH
(Group 11, 1,000, Mixed)
Required for one year from September, 1982 due to secondment) teacher of Geography to a flourishing department with major commitment to CSE and 'O' level work. Experience and success are vital, as is a willingness to help with the Project Advanced Level. Ideally suited for suitably qualified graduate with a Master's degree, but second or possible third class honours degree with relevant experience would be considered.
Salary on Burnham Further Education Scale 3 (£4,998 - £6,222) plus £498 London Allowance.
Application forms and further details from the Principal, College Meirionnydd, Ffordd Penrallt, Dolgellau, Gwynedd LL40 1LW. Tel: (0341) 422827. 133622

**OXFORDSHIRE**
COUNTY COUNCIL
HENLEY COLLEGE
Fairacres, Deanfield Avenue, Henley, Oxon RG9 1UH
(Group 11, 1,000, Mixed)
Required for one year from September, 1982 due to secondment) teacher of Geography to a flourishing department with major commitment to CSE and 'O' level work. Experience and success are vital, as is a willingness to help with the Project Advanced Level. Ideally suited for suitably qualified graduate with a Master's degree, but second or possible third class honours degree with relevant experience would be considered.
Salary on Burnham Further Education Scale 3 (£4,998 - £6,222) plus £498 London Allowance.
Application forms and further details from the Principal, College Meirionnydd, Ffordd Penrallt, Dolgellau, Gwynedd LL40 1LW. Tel: (0341) 422827. 133622

**HUMBERSIDE**
EDUCATION COMMITTEE
GRIMSBY DIVISION
WALTHAM TOLL BAR SCHOOL
Station Road, New Waltham.
Headmaster: L.E. Davies, M.A., F.R.G.S.
Number on Roll: 1450.
Required for September, 1982:
A TEACHER OF GEOGRAPHY to teach the 11 - 16 age range, including C.S.E. and 'O' level work, and to share in the first three years and in a very popular option in the 4th, 5th and 6th Form. 'A' level work, may be appointed for suitably qualified candidate. This is an ideal first post for a graduate.
The comprehensive school in very handsome premises in a rural area, surrounded by farmland, it serves the delightful area from Lincolnshire Wolds to the East Coast.
Enthusiasm and a willingness to play a full part in the school sought.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned as soon as possible. (45481) 132622

**KIRKLEES**
WHITCLIFFE MOUNT
A teacher Scale 1 Social Sciences.
See main advert under Sandgate Social Studies Scale 1. (45169) 132628

**NORTH YORKSHIRE**
COUNTY COUNCIL
STOKESLEY SCHOOL
Station Road, Stokesley, Middlesbrough TS9 5AL
Required for September 1982, a Temporary Teacher for GEOGRAPHY to cover maternity leave for 1 year.
This is a mixed comprehensive school situated in the edge of the Moors. This is a one-year appointment to cover a secondment - full applications will be considered and will be invited to teach the Human Geography component of the A.G.C.E. 'A' level syllabus (S.U.). Other teaching duties (11-16 classes) are available from the Headmaster to whom application forms should be returned as soon as possible. (45481) 132622

**OXFORDSHIRE**
COUNTY COUNCIL
HENLEY COLLEGE
Fairacres, Deanfield Avenue, Henley-on-Thames, Oxon
(Group 11, 1,000, Mixed)
Required for one year from September 1982 due to secondment) teacher of Geography to a flourishing department with major commitment to CSE and 'O' level work, and to help with the Project Advanced Level. Ideally suited for suitably qualified graduate with a Master's degree, but second or possible third class honours degree with relevant experience would be considered.
Salary on Burnham Further Education Scale 3 (£4,998 - £6,222) plus £498 London Allowance.
Application forms and further details from the Principal, College Meirionnydd, Ffordd Penrallt, Dolgellau, Gwynedd LL40 1LW. Tel: (0341) 422827. 133622

**WILTSHIRE**
KINGTON LANGLEY
Kington Langley, Chippenham
Mixed Comprehensive 11 - 18
Roll 1,400
Required Sept. 1982 for Geography (Scale 1) Teacher to teach throughout the school. Applications (foolscap SAE) from Headmaster, W.B. Mussett, Director of Personnel Resources. 134622

**HAVERING**
LONDON BOROUGH OF HAVERING
ROMFORD SCHOOL OF ART
(Roll 911 Co.Ed)
Lamb Lane, Romford, Essex
Tel: Rainham 89811
Headteacher: M.A. Justins, M.A.
TEMPORARY HISTORY
Scale 1
Required September 1982 to join a highly successful department teaching A level with some integrated Humanities. Ability to teach lower school. Appointment for 1 year only pending secondment of present postholder.
Letter of application should be sent to the Headteacher giving full curriculum vitae and naming two referees. Closing date: 14 days after the appearance of this advertisement. (45857) 132822

**HOUNSLOW**
THE FELTHAM SCHOOL
Hanworth Road, Feltham, Middx TW13 5DB
(Roll 1,000 Mixed)
Comprehensive
HEAD TEACHER: Paul M. Hughes, M.A.
Required, Part-time or full-time, for September 1982 or January 1983 for Summer term
LONDON ALLOWANCE £498 PA
Letters of application, in the usual manner, to be forwarded to the Head Teacher with full particulars of qualifications, experience and training, and the names of two referees. (45806) 134618

**OLDHAM**
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ROYTON AND CROMPTON SCHOOL
Horsedge Street, Oldham
Required for September 1982, at 6th F or R - 18 mixed comprehensive school of approximately 1350 pupils, SCALE 1 TEACHER OF HISTORY to teach throughout the school. Ability to teach CSE/O level ENGLISH would be an advantage.
Application forms and further details available from the Head Teacher by telephone (061-624 1011 ext. 31) or immediately. (45801) 134618

**OXFORDSHIRE**
COUNTY COUNCIL
VICTORIA ARCH SCHOOL
Springfield Road, Wheatley, Nr. Oxford OX9 1SH
Mixed Comprehensive 11 - 18 year 1,725 on roll including 240 in Sixth Form
Required for September 1982 a HEAD OF HOME ECONOMICS Scale 3. Both General Science and Needlework are taught at 'A' level.
Letters of application giving experience, curriculum vitae and names of two referees should be sent to the Head at the above address within two weeks of this advertisement. Further details may be obtained (S.A.E. please). (45490) 133018

**OXFORDSHIRE**
COUNTY COUNCIL
VICTORIA ARCH SCHOOL
Springfield Road, Wheatley, Nr. Oxford OX9 1SH
Mixed Comprehensive 11 - 18 year 1,725 on roll including 240 in Sixth Form
Required for September 1982 a HEAD OF HOME ECONOMICS Scale 3. Both General Science and Needlework are taught at 'A' level.
Letters of application giving experience, curriculum vitae and names of two referees should be sent to the Head at the above address within two weeks of this advertisement. Further details may be obtained (S.A.E. please). (45490) 133018

## Home Economics

## Heads of Department

**AVON**
COUNTY OF AVON
PORTWAY SCHOOL
Head: John Lawless B.A., M.Ed., M.Phil.
Comprehensive School - Roll 1152 Mixed (including 105 in Sixth).
Required for September 1982 Teacher to take charge of Department of Home Economics and Child Care. Home Economics is taught throughout the school including the sixth provision at A level. Child Care is a developing provision in the Upper School.
Application quoting two or three referees to the Headmaster, Portway School, Punch Pot Lane, Sidcup, Kent, Bristol (0272) 683414. (37713) 133018

**CUMBRIA**
COUNTY COUNCIL
THE NEWMAN R.C. SCHOOL
Victoria Place, Carlisle
Voluntary aided, mixed comprehensive, 11 - 18 years, 650 on roll, purpose built.
Required from September 1982, a Head of Home Economics Scale 3.
Application forms and further details from the Head to whom completed forms should be returned by 27th April, 1982. (45494) 133018

**OXFORDSHIRE**
COUNTY COUNCIL
VICTORIA ARCH SCHOOL
Wallington.
Mixed Comprehensive 11 - 18 year 1725 on roll including 240 in Sixth Form
Required for September 1982 a HEAD OF HOME ECONOMICS Scale 3. Both General Science and Needlework are taught at 'A' level.
Craft Block.
Letters of application giving experience, curriculum vitae and names of two referees should be sent to the Head at the above address within two weeks of this advertisement. Further details may be obtained. (S.A.E. please). (45490) 133018

**ESSEX**
TABOR HIGH SCHOOL
Courtauld Road, Braintree CM7 6LH
Tel: Braintree 23701.
HEAD OF HOME ECONOMICS Scale 3
Required September, 1982
Further particulars from Headteacher (personal s.a.e. please). (45734)

**KENT**
CRANBROOK SCHOOL
Cranbrook, Kent
For September, HEAD OF HOME ECONOMICS (Scale 2 or 3 according to experience) in this voluntary aided, co-educational upper secondary school of 780 pupils including 300 in sixth forms and 580 juniors, with all pupils aiming for 'O and A level work. Willingness to help in the running of the comprehensive boarding side of the school would be welcomed. Boarding accommodation is available for a married person in exchange for tutorial duties.
Please apply to the Headmaster with curriculum vitae and the names of 2 referees. (37727) 133018

**CUMBRIA**
COUNTY COUNCIL
VICTORIA ARCH SCHOOL
Springfield Road, Ulverston
Mixed Comprehensive 11 - 18 year 1725 on roll including 240 in Sixth Form
Required for September 1982 a HEAD OF HOME ECONOMICS Scale 3. Both General Science and Needlework are taught at 'A' level.
Craft Block.
Letters of application giving experience, curriculum vitae and names of two referees should be sent to the Head at the above address within two weeks of this advertisement. Further details may be obtained. (S.A.E. please). (45490) 133018

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
THAMESIDE GRAMMAR SCHOOL
Dane Lane, Gravesend, DA12 2LP
Headmaster: M. Bowers, B.A.
Required from 1st September, 1982 a Scale 2 Home Economics Teacher to take responsibility for the Department and to share in the teaching of Home Economics in a large mixed comprehensive school. Modern purpose built accommodation and serves a large mixed housing estate on the A.2 by-pass between Gravesend and Dartford.
11 - 17 mixed High School. 1050 pupils with sixth form. Tripartite-aided system of education. Specialist facilities for small sixth year. There is a current vacancy for a Scale 1 Teacher of Mathematics. Opportunities for 'O' level and C.S.E. work in Child Care, Home Economics, Homemaking, Needlework and Embroidery are available and a person is sought who is prepared to assist in managing and developing the resources of the Department.
Application forms and further details obtained from the Headteacher (personal s.a.e. please). (45734)

**KENT**
COUNTY COUNCIL
Education Department
Gravesham Division
ST. JOHN'S CHURCH OF ENGLAND SCHOOL
Rochester Road, Gravesend, Kent DA11 7LS
(Roll 1000 boys and girls, 11 - 18)
HEAD OF HOME ECONOMICS (Scale 3) is required for September 1982.
St. George's is an all-ability Secondary Comprehensive School situated on the Rochester Road, Gravesend, on the borders of Gravesend and Northfleet.
Applications, including full particulars of qualifications, experience and present appointment, should be sent to the Headmaster, from whom further details may be obtained.

**MIDDWAY DIVISION**
THE BOROUGH OF HOO SCHOOL
Recherche Way
Co-education, 1,200 pupils
Applications are invited from well qualified teachers for the following posts:
for HOME ECONOMICS at Upper School. Excellent facilities in thriving department.
for MATHEMATICS at Upper School. Excellent facilities in thriving department.
Teacher required who will assist with the pastoral standards of work and behaviour of the pupils. This is a vacancy for a Scale 1 post.
Letters of Application, curriculum vitae and the names of two referees to the Headmaster, are invited for acknowledgement. (45596)

**OLDHAM**
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
OLDHAM HULME G.M.S.F.E. SCHOOL
Rochdale Road, Shaw, Oldham
Required for September 1982 a staff of 5 11 - 18 mixed comprehensive school of approximately 1000 pupils, SCALE 3 experienced teacher as HEAD OF HOME ECONOMICS able to teach to 'A' level and CSE.
Send a s.a.e. for application form to the Head at the above address, to be returned by 30th April. (45202) 133018

## Scale 2 Posts and above

**ENFIELD**
LONDON BOROUGH OF ENFIELD
WINCHMORE SCHOOL
Hill, London N.21 3HS. Roll 1420
Required September, Scale 2 teacher for TEXTILES capable of organising a Department which has examination successes in C.S.E., 'O' and 'A' levels. Essential that other Craft activities are included in Home Economics Department.
HOME ECONOMICS TEACHER
Scale 1 (Point 1 - 6.6.82)
Location Allowance £498.
Consideration given to part-time (or job sharing) applications with removal/relocation costs, temporary housing and two houses allowances.
Application forms and further details obtainable (foolscap SAE) from the Head Teacher, to be returned as soon as possible. (45493) 133090

**HAVERING**
LONDON BOROUGH OF HAVERING
COOPERS' COMPANY AND COBORN SCHOOL
Upminster, Essex
Voluntary Aided. 6 F.E.
Required for September, 1982 a Home Economics teacher to work within a modern, well equipped department. The appointee must be able to teach throughout the school with particular emphasis on the 11 - 16 age range as well as to 'O' and 'A' level.
Scale 2 suitable applicant.
Letters of application with full curriculum vitae to the Headmaster, and names of two referees.
(45778) 133090

**CYNGOR SIR GWYNEDD COUNTY COUNCIL**
**COLEG MEIRIONNYDD**
DOLGELLAU

Yn dilyn ymddeoliad y Prifathro, mae Cyngor Sir Gwynedd yn bwriadu penodi Prifathro i'r Coleg uchod o Ddydd A.B. Sumham i Bennaeth Adran Gradde I — Gradd Prifathro'r Coleg fydd yn gyfrifol am holl agweddau gweinyddol a rheolaeth y Coleg. Bydd yn gyfrifol hefyd am ddatblygu'r cwrsiau a gynigir yn y Coleg a bydd yn gyfrifol am ddatblygu'r cysylltiadau rhwng y Coleg a'r gymuned leol. Bydd yn ofynnol iddo hefyd ddysgu rhywfaint o'i bwnc ei hun.
Ceir rhagor o wybodath oddi wrth y Prifathro, Coleg Meirionnydd, Ffordd Penrallt, Dolgellau (Ffôn: Dolgellau 422827).
Dyddiad cau — 30 Ebrill, 1982.

**COLEG MEIRIONNYDD**
DOLGELLAU

Following the retirement on 1st September, 1982, HEAD OF BUSINESS AND ADMINISTRATIVE STUDIES is to be appointed in accordance with Burnham F.E. Scale for a Head of Department (Scale 4).
The successful candidate should be a graduate (or of equivalent professional standing) with considerable and administrative experience in a similar department in a College of Further Education/Technical College. Experience of Industry, Commerce or Public Services would be an added advantage. The ability to speak Welsh would be an advantage.
Application forms and further particulars from the Principal, Coleg Meirionnydd, Ffordd Penrallt, Dolgellau. (Tel: Dolgellau 422827).
Closing date: 30th April, 1982.

**WEST GLAMORGAN County Council**

## TEACHING VACANCIES

Applications are invited from suitably qualified persons for the following posts in the Authority's service to commence September 1982.

### SWANSEA DISTRICT APPOINTMENTS

(District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea).

**CEFN Hengoed Comprehensive School, Caldicot Road, Winch Wen, Swansea. (MIXED).**
(1550- on roll) (age range 11–18 years) (Group 12).
This is a social priority school.
A well qualified teacher of ENGLISH, but in the first instance, the person appointed will be required to teach some Religious Education, and the development of the post will depend on the interests and qualifications of the person appointed. Scale 1. (Post ref. 1.6.82)

**Dynevor Comprehensive School, De-la-Beche Street, Swansea. (MIXED).**
(900 on roll) (age range 11–18 years) (Group 11).
i) A SECOND MASTER/MISTRESS who is an experienced teacher interested in sharing responsibility for organisation and curriculum development. (Post ref. 2.6.82).
ii) A suitably qualified Teacher of ENGLISH up to 'O' level. Scale 1. (post ref. 3.6.82).

**Olchfa Comprehensive School, Gower Road, Swansea. (MIXED).**
(2,000 on roll) (age range 11–18 years) (Group 14).
A suitably qualified teacher of ENGLISH up to 'A' level. Scale 1. (Post ref. 4.6.82).

### GORSEINON DISTRICT APPOINTMENTS

(District Education Officer, Gorseinon District Education Office, Ty-einon, Princess Street, Gorseinon, Swansea).

**Gowerton Comprehensive School, Cecil Road, Gowerton, Swansea. (MIXED).**
(1687 on roll) (age range 11–18 years) (Group 13).
i) HEAD OF CHEMISTRY, Scale 3. However a scale 4 appointment could possibly be available for a highly qualified person with good successful relevant experience. (Post ref. 5.6.82).
ii) Teacher of HISTORY to teach throughout the school but with little immediate prospect of sixth form work. Scale 1. (Post ref. 6.6.82).
iii) Teacher of ECONOMICS to teach the subject in the sixth form to 'A' level and to share in the teaching of History and possibly some commerce in the middle school. Scale 1. (Post ref. 7.6.82).
iv) Graduate in ENGLISH to teach to 'A' level and university entrance. Scale 1. (Post ref. 8.6.82).
v) Temporary teacher of ENGLISH mainly for first year work at Pendeiwell. This appointment is for two years and the ability to give some assistance with Drama, R.E. or Art would be an advantage. Scale 1 (Post ref. 9.6.82).

**Mynyddbach Comprehensive School, Heol Ddu, Treboeth, Swansea. (GIRLS).**
(1 148 on roll) (age range 11–18 years) (Group 12).
This is a social priority school.
i) Teacher required for C.S.E and 'O' level ENGLISH. Scale 1. (Post ref. 10.6.82).
ii) Teacher required for FRENCH years 1–5. An interest in French studies and C.S.E mode /3 work would be an advantage. Possibility of sixth form work. Scale 1. (Post ref. 11.6.82).
iii) To teach in WELSH and R.E. to years 1–5. Scale 1. This is a TEMPORARY APPOINTMENT for one year only. (Post ref. 12.6.82).

### MORRISTON DISTRICT APPOINTMENTS

(District Education Officer, Morriston District Education Office, Morrydd House, Morrydd Street, Morriston, Swansea).

**Cwmtawe Comprehensive School, Pontardawe, Swansea. (MIXED).**
(1815 on roll) (age range 11–18 years) (Group 13).
Well qualified assistant teachers of
i) MATHEMATICS – ability to teach Computer Studies would be an advantage. Scale 1. (Post ref. 13.6.82).
ii) FRENCH – ability to teach Latin an advantage. Scale 1. (Post ref. 14.6.82).
iii) ENGLISH – ability to teach History an advantage. Scale 1. (Post ref. 15.6.82).

**Morlaston Senior Comprehensive School, Heol Maes Eglwys, Morlston, Swansea. (MIXED).**
(1109 on roll) (age range 13–18 years) (group 11)
Well qualified teacher, preferably a graduate, to teach FRENCH throughout the school. Scale 1. (Post ref. 16.6.82)

### NEATH DISTRICT APPOINTMENTS

(District Education Officer, Neath District Education Office, Caddoxton Road, Neath)

**Dwr-y-Felin Comprehensive School, Dwy-r-Felin Road, Neath. (MIXED).**
(age range 11–16 years) (Group 10)
Owing to tertiary reorganisation the following TEMPORARY posts for ONE YEAR ONLY are required for September 1982.
ASSISTANT TEACHER Scale 1 to teach:
i) GENERAL SCIENCE and BIOLOGY across the ability range (Post ref. 17.6.82).
ii) GENERAL SCIENCE across the ability range. (Post ref. 18.6.82).
iii) MATHEMATICS and ENGINEERING DRAWING across the ability range some examination work for suitably qualified persons. (Post ref. 19.6.82).
iv) MATHEMATICS across the ability range (Post ref. 20.6.82).
v) ART throughout the school. Ability to teach Craft (Ceramics) would be an advantage. (Post ref. 21.6.82).
vi) BUSINESS STUDIES to the Senior forms, including some examination work. (Post ref. 22.6.82).
vii) BUSINESS STUDIES to the Senior Forms, including some examination work. Ability to assist in the Welsh Department would be an advantage. (Post ref. 23.6.82).
viii) GENERAL ARTS subjects with remedial (bridging) forms. (Post ref. 24.6.82).
ix) FRENCH across the ability range, mainly in the lower school. (Post ref. 25.6.82).
x) HOME ECONOMICS across the ability range, mainly in the lower school. (Post ref. 26.6.82).

### AFAN DISTRICT APPOINTMENTS

(District Education Officer, Afan District Education Office, 40 Talbot Road, Port Talbot)

**Cymer Afan Comprehensive, Cymmer, Port Talbot. (MIXED).**
(640 on roll) (age range 11–16 years) (Group 9).
This is a social priority school.
Graduate in BIOLOGY, Scale 1 – This is a TEMPORARY POST for one year only. The appointee will be required to teach the subject to 'O level and also have an ability to assist with the teaching of Science and Nuffield Science. (Post ref. 27.6.82).

**Dyffryn Comprehensive School, Bertha Road, Margam, Port Talbot. (MIXED).**
(1200 on roll) (age range 11–18 years) (Group 11)
A Graduate in ENGLISH to assist in the teaching of the subject mainly in the upper school to 'O' and C.S.E levels. The teacher would also be expected to assist in the Health Education programme of the school. (Post ref. 28.6.82).

**Glanafan Comprehensive School, Station Road, Port Talbot. (MIXED).**
(1100 on roll) (age range 11–18 years) (Group 11).
HEAD OF COMPUTER STUDIES – Scale 3: Suitable qualified and experienced teacher to be responsible for the development of all courses up to and including 'A' level. Applicants should have experience to assist in the teaching of Mathematics, preferably to 'A' level. (Post ref. 29.6.82).
Application forms and further particulars of the above posts are available on receipt of a stamped addressed envelope, from the appropriate office shown.
The CLOSING DATE for receipt of completed application forms is THURSDAY 29th APRIL 1982.

John Beale
Director of Education



## SECONDARY HOME ECONOMICS
continued

**HAMPSHIRE**
THE TEST VALLEY SCHOOL
Romsey, Stockbridge
(1,100 Mixed Comprehensive 11 - 18)
H.O.R. 888
Required for September, Head of Home Economics Scale 3 to be responsible for Home Economics, Needlework and Child Development courses.
Application forms (S.A.E. please), and further details available from Headmaster. Closing date 30th April 1982. 133018

**KENT**
COUNTY COUNCIL
Education Department
Gravesham Division
ST. JOHN'S CHURCH OF ENGLAND SCHOOL
Rochester Road, Gravesend, Kent DA11 7LS
(Roll 1000 boys and girls, 11 - 18)
HEAD OF HOME ECONOMICS (Scale 3) is required for September 1982.
St. George's is an all-ability Secondary Comprehensive School situated on the Rochester Road, Gravesend, on the borders of Gravesend and Northfleet.
Applications, including full particulars of qualifications, experience and present appointment, should be sent to the Headmaster, from whom further details may be obtained.

**MIDDWAY DIVISION**
THE BOROUGH OF HOO SCHOOL
Recherche Way
Co-education, 1,200 pupils
Applications are invited from well qualified teachers for the following posts:
for HOME ECONOMICS at Upper School. Excellent facilities in thriving department.
for MATHEMATICS at Upper School. Excellent facilities in thriving department.
Teacher required who will assist with the pastoral standards of work and behaviour of the pupils. This is a vacancy for a Scale 1 post.
Letters of Application, curriculum vitae and the names of two referees to the Headmaster, are invited for acknowledgement. (45596) 133080

**OLDHAM**
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
OLDHAM HULME G.M.S.F.E. SCHOOL
Rochdale Road, Shaw, Oldham
Required for September 1982 a staff of 5 11 - 18 mixed comprehensive school of approximately 1000 pupils, SCALE 3 experienced teacher as HEAD OF HOME ECONOMICS able to teach to 'A' level and CSE.
Send a s.a.e. for application form to the Head at the above address, to be returned by 30th April. (45202) 133018

## Scale 2 Posts and above

**ENFIELD**
LONDON BOROUGH OF ENFIELD
WINCHMORE SCHOOL
Hill, London N.21 3HS. Roll 1420
Required September, Scale 2 teacher for TEXTILES capable of organising a Department which has examination successes in C.S.E., 'O' and 'A' levels. Essential that other Craft activities are included in Home Economics Department.
HOME ECONOMICS TEACHER
Scale 1 (Point 1 - 6.6.82)
Location Allowance £498.
Consideration given to part-time (or job sharing) applications with removal/relocation costs, temporary housing and two houses allowances.
Application forms and further details obtainable (foolscap SAE) from the Head Teacher, to be returned as soon as possible. (45493) 133090

**HAVERING**
LONDON BOROUGH OF HAVERING
COOPERS' COMPANY AND COBORN SCHOOL
Upminster, Essex
Voluntary Aided. 6 F.E.
Required for September, 1982 a Home Economics teacher to work within a modern, well equipped department. The appointee must be able to teach throughout the school with particular emphasis on the 11 - 16 age range as well as to 'O' and 'A' level.
Scale 2 suitable applicant.
Letters of application with full curriculum vitae to the Headmaster, and names of two referees.
(45778) 133090

**BEDFORDSHIRE**
SOUTHERN AREA
CHALLENEY GIRLS HIGH SCHOOL
Stoneygate Road, Luton, Beds.
Headmistress: Mrs. S. Thornhill
11 - 16 NOR 1034 TF.E.
Required for September 1982, a Graduate teacher of Mathematics to teach mainly C.S.E. and abilities range up to 'O' level. Computer studies to be taught in 4th/5th year. Extensive attachment attached. Scale 2 may be available for suitably experienced candidate.
Council accommodation may be available in certain cases.
Application forms are obtainable from and returnable to the Headmistress. (s.a.e. please). 133426

**BERKSHIRE**
LANGLEY GRAMMAR SCHOOL
Baddington Drive, Langley, Slough, SL3 7EW
N.O.R. 678 (6th form 178)
Required September, 1982 at this co-educational Voluntary Aided 11 - 18 comprehensive school, a HEAD OF MATHEMATICS (Scale 3). The post is subject to all levels and some interest in computing is desirable. Both Maths and Science Departments have a strong record of Oxbridge entry.
Further details and application forms from the Headmaster (s.a.e. please). Closing date 7th May, 1982.
Berkshire is an equal opportunity employer. (37756) 133426

**BRISTOL**
BEDMINSTER DOWN SECONDARY SCHOOL
Donald Road, Uplands, Bristol.
(Comprehensive, co-educational 1040 Upils 11 - 18 years)
REQUIRED FOR SEPTEMBER
A teacher (scale 2) of Mathematics to teach the subject throughout the full age and ability range. The successful candidate will be expected to develop statistics at 'A' level.
Apply by letter to the Head, giving full details of qualifications and experience, together with the names of two educational referees.
(45499) 133422

**BUCKINGHAMSHIRE**
COUNTY COUNCIL
WINSLOW COUNTY SECONDARY SCHOOL
Winslow MK18 3DN
Headteacher: Mrs. Done
Roll: 300
TEACHER OF MATHEMATICS SCALE 1. For September to teach throughout the age range. Assistance with removal expenses is given if approved.
Application forms and further details available from the Headmaster Mr. B. H. Abbott, receipt of a foolscap stamped addressed envelope. (45718) 133422

**POWYS**
COUNTY COUNCIL
EDUCATION DEPARTMENT
JOHN BEDDOE SCHOOL
(Mixed Comprehensive 11 - 16)
Required for 1st September, 1982 one full time TEACHER OF MATHEMATICS Graduate to teach the subject over the whole ability range. An ability to teach some C.S.E. work is sought. Experience in computer studies would be an advantage. Scale 2.
Application forms and further particulars available from and returnable to the Head within two weeks of this advertisement. (45448) 133422

**BUCKINGHAMSHIRE**
MILTON KEYNES DIVISION
LEON SCHOOL
Leon Avenue, Middleton Cheney, Banbury, Oxon OX17 2NX
Required for September 1982 a teacher of Mathematics to teach throughout the school. Ability to teach Computer Studies would be an advantage.
Application forms and completed forms should be returned by 30th April, 1982. (45303) 133426

**CUMBRIA**
COUNTY COUNCIL
NETHERHALL SCHOOL
Chester Moor Road, Maryport
(Mixed county comprehensive 11 - 18 year 1,200 on roll)
Required for 1st September, 1982 or earlier, a TEACHER OF MATHEMATICS Graduate to teach the subject over the whole ability range. An interest and experience and/or an interest in computing would be an advantage. The Department has excellent facilities and the school has a good reputation. The various posts at every level will be subject to annual review.
Application forms and further particulars available from and returnable to the Head within two weeks of this advertisement. (45448) 133422

**DORSET**
LYTCHETT MINSTER SCHOOL
Lytchett Minster, Near Poole, Dorset BH16 6JF
Teacher or Mathematics (Scale 1) to teach subject at all ages and abilities in the comprehensive school. Ability to teach CSE/O level work. School of 730 pupils. Ability to teach Computer Studies would be an advantage.
Details and forms from the Headmistress at the School (please enclose S.A.E.).
Dorset County Council is an equal opportunity employer. (45396)

**DERBYSHIRE**
SWANWICK HALL SCHOOL
Swanwick, Alfreton, Derbyshire DE55 1AP
Mixed Comprehensive
Required by September, 1982 a teacher of MATHEMATICS - Scale 1.
Details and forms from the Headmaster at the School (please enclose S.A.E.).
Derbyshire County Council is an equal opportunity employer. (45396)

## Scale 1 Posts

**LEICESTERSHIRE**
COUNTESTHORPE COLLEGE
See Scale 1 advertisement under Maths Scale 1. (45410) 133222

**NORTH YORKSHIRE**
COUNTY COUNCIL
THE GRAHAM SCHOOL
Westlington Drive, Off Scalby Road, Scarborough YO12 6QG
(Group 11. Co-educational, Comprehensive).
Required for September, 1982 Teacher of HUMANITIES. Scale 1. Teachers with specialist training in one or more of the related subjects and who have an interest in integrated work with mixed ability groups, are invited to apply for this post. Initially the work will be lower School pupils teaching an integrated Humanities course involving English, Drama, RE and History. It will be expected, however, that when the school comes on to a single option system the teacher will take his or her specialist subject examinational level.
Further details and application forms available from the Headmaster at the school (s.a.e. please). (37709) 133222

**CALDERDALE**
METROPOLITAN BOROUGH COUNCIL
BROOKSBANK SCHOOL
Elland Road, Elland, West Yorkshire
Required for 24 August 1982 a Teacher of HOME ECONOMICS Scale 1 (Point 1 - 6.6.82). The school is a well established 11 - 18 mixed comprehensive school with courses offered to C.S.E., 'O' and 'A' level.
Application forms and further details obtainable from the Head (foolscap s.a.e.). Completed forms should be returned to the Headteacher from whom completed forms should be returned by 30 April 1982. (45558)

**ESSEX**
WOODLANDS SCHOOL
Takely End, Basildon
(Roll 1491)
Tel: Basildon 582146
HOME ECONOMICS Scale 1
Required June 1982, temporary Teacher for maternity cover to teach mainly cookery.
Curriculum vitae and names of two referees to the Headteacher (s.a.e. please). (37663) 133026

**HAVERING**
LONDON BOROUGH OF HAVERING
FRANCES BARDSLEY SCHOOL
Brentwood Road, Romford, Essex RM1 2HX
(11 - 18 Girls)
Tel: (Romford) 47484
(Headteacher) Mrs. J.K. Lewis
ENGLISH/HISTORY - SCALE 1
Temporary again (Secondment) for 1 year.
Lower School required September, 1982.
Letter of application should be sent to the Headteacher with full curriculum vitae and quoting two referees within 14 days after the appearance of this advertisement. (45086) 133222

**OXFORDSHIRE**
COUNTY COUNCIL
CENTRAL HIGH SCHOOL
Wallington.
Mixed Comprehensive 11 - 18 year 1725 on roll including 240 in Sixth Form
Required for September 1982 a HEAD OF HOME ECONOMICS Scale 3. Both General Science and Needlework are taught at 'A' level.
Craft Block.
Letters of application giving experience, curriculum vitae and names of two referees should be sent to the Head at the above address within two weeks of this advertisement. Further details may be obtained. (S.A.E. please). (45490) 133018

**LEICESTERSHIRE**
COUNTESTHORPE COLLEGE
See Scale 1 advertisement under Maths Scale 1. (45410) 133222

**NORTH YORKSHIRE**
COUNTY COUNCIL
THE GRAHAM SCHOOL
Westlington Drive, Off Scalby Road, Scarborough YO12 6QG
(Group 11. Co-educational, Comprehensive).
Required for September, 1982 Teacher of HUMANITIES. Scale 1. Teachers with specialist training in one or more of the related subjects and who have an interest in integrated work with mixed ability groups, are invited to apply for this post. Initially the work will be lower School pupils teaching an integrated Humanities course involving English, Drama, RE and History. It will be expected, however, that when the school comes on to a single option system the teacher will take his or her specialist subject examinational level.
Further details and application forms available from the Headmaster at the school (s.a.e. please). (37709) 133222

**CALDERDALE**
METROPOLITAN BOROUGH COUNCIL
BROOKSBANK SCHOOL
Elland Road, Elland, West Yorkshire
Required for 24 August 

## SECONDARY MATHS
continued

### DORSET

**FERNDOWN UPPER SCHOOL**
13-18 Comprehensive
Comprehensive Upper School, 1400 on roll.
Required for September 1983, teacher of Mathematics, Scale 1. Graduate required to teach across ability range. 'A' Level work available. Interest in Computer Studies and/or Physics could be an advantage.
Letter of application and curriculum vitae together with the names of two referees to the Head at the school.
Further particulars available from the school on receipt of s.a.e. (45085).
133422

### EAST SUSSEX

**COUNTY COUNCIL**
**SEAFORD HEAD SCHOOL**
Arundel Road, Seaford BN25 4JX (1,250 comprehensive, raised 11 - 18, 1,100 on roll)
Required from September, 1983, teacher of Mathematics (Scale 1) to join a large and successful department.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from the Headmaster. (45014)
133422

### EAST SUSSEX

**COUNTY COUNCIL**
**HASTINGS SCHOOL**
Battle Road, Hastings, East Sussex, BN37 1DT
(Mixed comprehensive (11 - 18) 1300 on roll)
Required for September Teacher for Mathematics (Scale 1) ability to assist with Computer Studies would be an advantage.
Relocation grants available in approved cases.
Further details and application form (s.a.e.) from the Headmaster. (45011)
133422

### ENFIELD

**LONDON BOROUGH OF ENFIELD**
**ASSOCIATE TECHNICAL COLLEGE**
required from 1st September 1982
Ref: G31. LECTURER GRADE 1 to teach Mathematics & Statistics.
Further information see under Colleges of Further Education appointments.
(37866)
133422

### ENFIELD

**LONDON BOROUGH OF ENFIELD**
**AMBROSE FLEMING SCHOOL**
Aldis Road, Enfield Middlesex EN3 7DB
Roll 1340
Required as soon as possible, teacher of MATHEMATICS, Scale 1 to teach in a well-established department.
Courses offered to G.C.E. 'O' and 'A' levels. Special provision is made for the less able.
A commencement at Scale 2 would be considered. ARNOS School, Wilmer Way, Southgate N14
133422

### HAMPSHIRE

**QUEEN MARY'S COLLEGE**
Basingstoke
Required September, or before if possible, teacher of MATHEMATICS to assist throughout the ability range. Well established department.
G.M.P. Mathematics and Statistics offered for G.C.E. 'O' and 'A' levels.
Scale 1 or 2 according to experience and qualifications.
Application forms and further details available from the Headmistress at the above address.
133422

### HEREFORDSHIRE

**COUNTY COUNCIL**
**EARL MORTIMER DIVISION**
**ST. JAMES'S CATHOLIC SCHOOL**
Bodenham, Hereford HR1 3JZ
Graduate MATHEMATICIAN required to teach mathematics at all levels.
Scale 1 (Master/Mistress) (next school developing as 3 form entry, 13-18 comprehensive in September, 1983).
Application forms and further details from the Principal, St. James's Catholic Comprehensive School, Bodenham, Hereford HR1 3JZ.
133422

### HUMBERSIDE

**EDUCATION COMMITTEE**
**SCUNTHORPE DIVISION**
**JOHN LEGGOTT SIXTH FORM COLLEGE**
West Common Lane, Scunthorpe.
Principal: K. J. B. Constable
(No. on Roll: 950
Qualified Graduate Teacher (Scale 1) to teach MATHEMATICS to 'A' level for September, 1982. Candidates must have the ability to contribute to Computer Studies teaching. Flair at 'O' and 'A' level Computer Science is also available to a suitably qualified candidate. All staff share in the tutorial work of the College and are expected to make a contribution to the General Studies Department and the general life of the College.
Application forms obtainable from the Principal at the College to whom completed forms should be returned not later than 26th April, 1982 (f.s.a.e. please). (37680)
133422

### KENT

**CRANBROOK SCHOOL**
Required September, 1982, ASSISTANT MATHEMATICS TEACHER (Scale 1) to teach in Voluntary Aided, coeducational Upper School (13 - 18) which will include 500 boarders and 500 in the Sixth Form. Scope for well qualified graduate to take full share of work at 'A' level and university entry work. Extra-curricular interests important. Some sporting duties (Burnham according to qualifications and experience). Accommodation available for single person at exchange for tutorial duties.
Apply Headmaster, Cranbrook School, Cranbrook, Kent, TN17 3JD, for curriculum vitae and names of two referees. (45069)
133422

### KENT

**COUNTY COUNCIL**
**EDUCATION DEPARTMENT**
**KEMNAL TECHNICAL COLLEGE**
**ROCHESTER - WARREN ROAD SECONDARY BOYS' SCHOOL**
Grethusa Road, Rochester, Kent
Group 7, Secondary Modern, 11 - 16
Required for September 1982 a teacher of MATHEMATICS to Scale 1, to teach throughout the age and ability range. C.S.E. and possibly to G.C.E. 'O' level. This post would suit a recently qualified entrant to the profession.
Apply by letter with full curriculum vitae and address of two referees to the Headmaster.
**COUNTY DISTRICT OF THANET**
**HARTSDOWN COUNTY SECONDARY SCHOOL**
George V Avenue, Margate, Kent CT9 5AE.
Roll: 980 (M)
Head Teacher: Mr D. L. K. Parsker B.A.
Required for September 1982, a teacher of Mathematics (Scale 1) to teach throughout the ability range. Applicants should be able to contribute to C.S.E. and 'O' level work and to Computer Studies.
Application forms obtainable from the Head Teacher at the above address. (S.A.E.). (45060)
133422

### LEICESTERSHIRE

**IBSTOCK HIGH SCHOOL**
**AND COMMUNITY COLLEGE**
Central Avenue, Ibstock, Leicester.
In the Leicestershire plan for the organisation of secondary education
High 11 - 14
Roll 750
MATHEMATICS
Scale 1
Required August, qualified teacher to join an experienced team teaching mathematics. Ability to teach full range of work from 'O' level to non-examination classes and interest in computing or computer studies would be an advantage.
Applications from the Head Teacher immediately by letter or telephone (0530 60311) giving full curriculum vitae and names and addresses of two referees.

### LEICESTERSHIRE

**ROBERT SMYTH UPPER SCHOOL**
Burrough Road, Market Harborough, Leics.
In the Leicestershire plan for the organisation of secondary education
Upper 14 - 18.
Roll 1350 (320 in 6th form)
MATHEMATICS
Scale 1
Required, August teacher to take the ABRINE up to G.C.E. 'O' level.
Further details from the Head (quoting reference in this form) with full curriculum vitae and names and addresses of two referees (S.A.E.). (45090)
133422

### LEICESTERSHIRE

**GROBY COMMUNITY COLLEGE**
Ratby Road, Groby, Leicester
In the Leicestershire plan for the organisation of secondary education
Upper 14 - 18
Roll 867
MATHEMATICS
Scale 1
Required August teacher to join a new faculty of mathematics and computer studies (from non-graded to 'A' level).
BEFORE APPLYING write for details enclosing s.a.e. to the Principal.
133422

### LEICESTERSHIRE

**GUTHLAXTON COLLEGE**
Station Road, Wigston Magna, Leicester.
In the Leicestershire plan for the organisation of secondary education.
Upper 14 - 18
Roll 1390
MATHEMATICS
Scale 1
Required August, to teach to the whole ability range up to 'A' level. Knowledge of computer studies an advantage.
Further details from the Head. Apply (immediately if no formal with full particulars and names and addresses given) two referees (S.A.E.). (45413)
133422

### LEICESTERSHIRE

**SHEPSHED HIGH SCHOOL**
Forest Street, Shepshed, Loughborough.
In the Leicestershire plan for the organisation of secondary education.
High 10 - 14
Roll 718
MATHEMATICS
Scale 1
Required August, interest in drama lessons and/or boys games preferred but not essential.
Further details from the Head. Apply (immediately if no formal with full particulars and names and addresses of two referees. (S.A.E.) (45306)
133422

### LEICESTERSHIRE

**COUNTESTHORPE COLLEGE**
Winchester Road, Countesthorpe, Leicester
In the Leicestershire plan for the organisation of secondary education.
Upper 14 - 18
MATHEMATICS
Scale 1
Required August, teacher able to teach Mathematics to mixed ability groups in years 4 and 5. However, a teacher of Humanities who is able to offer English and Social Studies combined with Mathematics would be considered.
Further details from the Head. Apply immediately if no formal with full particulars and names and addresses of two referees (S.A.E.). (45409)
133422

### LIVERPOOL

**BELLERIVE CONVENT GRAMMAR SCHOOL**
Whinfarthers Road, Princes Park, Liverpool L8 3SB
Required for SEPTEMBER 1982 - Graduate to assist in the teaching of Mathematics and Computer Studies to 'O' and 'A' level. Computer Science is also available to a suitably qualified candidate. All staff share in the tutorial work of the College and are expected to make a contribution to the General Studies Department and the general life of the College.
Application forms obtainable from the Principal at the College to whom completed forms should be returned not later than 26th April, 1982 (f.s.a.e. please). (37680)
133422

### OLDHAM

**METROPOLITAN BOROUGH OF OLDHAM**
**EDUCATION COMMITTEE**
**BLUE COAT SCHOOL**
Required for September, 1982 teacher of MATHEMATICS to 'O' and 'A' level. Candidates must have the ability to contribute to Computer Studies at 'O' and 'A' level.
Application forms and further details available from the Head Teacher at the College to whom completed forms should be returned by 23rd April, 1982.
133422

### OXFORDSHIRE

**COUNTY COUNCIL**
**WHEATLEY PARK SCHOOL**
Holton, Oxford, OX33 1QH.
Ann 11 - 18 1300 on roll)
Required for September in line with the Modern Languages Department, Scale 2 available for a suitably qualified and experienced candidate.
French is taught as the first language with German and Latin available at 3rd year. The Department is very keen to bring numbers at A Level.
Apply in writing to the Headteacher outlining age, qualifications, experience and giving the names of two referees.
Further details available upon receipt of S.A.E. (45811)
133618

### OXFORDSHIRE

**COUNTY COUNCIL**
**WHEATLEY PARK SCHOOL**
Holton, Oxford, OX33 1QH.
Ann 11 - 18 1300 on roll)
Required for September in line with the Modern Languages Department, Scale 2 available for a suitably qualified and experienced candidate.
French is taught as the first language with German and Latin available at 3rd year. The Department is very keen to bring numbers at A Level.
Apply in writing to the Headteacher outlining age, qualifications, experience and giving the names of two referees.
Further details available upon receipt of S.A.E. (45811)
133618

### SCALE 2 POSTS & ABOVE

**COMPUTER STUDIES SCALE 2**
*Culcheth High*
*Culcheth, Warrington WA3 4HQ.*
*Tel. Not. Culcheth 2136 and 4421.*
*Mixed 11 - 17 Comprehensive. Roll 1450.*
Required for September 1982 that the subject is taught at present in the 4th and 5th years and in the Sixth Form with courses leading to C.S.E. 'O' and 'A' level. The person appointed will be expected to develop work already established and give a lead in teaching of this subject in the school.
Please contact the Headmaster immediately by telephone or letter.

### SCALE 1 POSTS

1. PHYSICS
2. GEOLOGY
3. MATHEMATICS
4. MODERN LANGUAGES (2 Posts)

*Padgate County High*
*Insall Road, Padgate, Warrington WA2 0HD Tel. Padgate 812402.*
*Target Roll 1150 mixed comprehensive. 977 pupils on roll.*
Required for September 1982:
1 & 2. Able to teach to all ages in the Science Department. It is probable that one post will be changed to Chemistry in the future.
The department is committed to a practical approach to Science teaching and all lessons are taught in purpose designed, fully equipped laboratories.
3. Graduate specialists required to teach throughout the school. Must be prepared to contribute to the preparation of the department's teaching materials and have an enthusiasm for the subject.
4. Two teachers of French, one of whom should be able to enter Games. This is a lively department which has developed successful oral methods. Courses to G.C.E. 'O' and 'A' level.

1. MATHEMATICS
2. LANGUAGES (2 posts)

*Holmes Chapel Comprehensive*
*Chester Road, Holmes Chapel CW4 7AB Tel. Holmes Chapel 3613.*
1. Graduate teacher for S.M.P. courses and Computer Studies. Possibility of 'A' level work from 1983.
2. Graduate teacher with the ability to teach a second language, especially German as advantageous.
Closing date 30th April, 1982.

### SCIENCE/MATHEMATICS

*Culcheth High*
*For school details see under Scale 2 posts & above.*
Required for 1st September, 1982, Teacher for Physics/Physical Science with an ability to teach some Mathematics. A Nuffield based combined science course is used in the first two years and there are possibilities of O.S.D.E.P. work later. The school has been comprehensive since 1970 and it is pleasant place to work.
Please contact the Headmaster immediately by telephone or letter.

1. FRENCH (SUBSIDIARY GERMAN)
2. MUSIC
3. MATHEMATICS
4. PHYSICAL SCIENTIST (PHYSICS OR CHEMISTRY)

*Brookvale County Comprehensive*
*Romford Avenue, Manchester, Romcen WA7 6BZ*
Required for September 1982
Brookvale is a new purpose-built 11-18 co-educational situated in pleasant surroundings. The posts are available due to the school's current growth to 6 form entry. Forms should be returned as soon as possible. Closing date Thursday 29th April 1982.

### WILTSHIRE

**DAUNTSEY'S SCHOOL**
West Lavington, Devizes, Wiltshire.
H.M.C./Conservational/Independent - 480 Pupils.
Sixth Form College for Lavington Comprehensive School
It is expected that a Graduate will be required for September 1983, to teach Mathematics in the range from 13+ to the Sixth Form. Computer Business are used for most courses and around 100 pupils take the subject for 'A' level. An interest in computing could be an advantage.
This appointment is open to those applying for a first post as well as experienced teachers.
Ability and willingness to assist in extra-curricular activities is essential.
Salary: Dauntsey's Scale (above Burnham).
Applications with curriculum vitae and the names of two referees on application to the Head Master from whom further details may be obtained. (357 701)
134422

### WILTSHIRE

**WOOTTON BASSETT SCHOOL**
Lime Kiln, Wootton Bassett, Swindon SN4 7HD.
(Mixed Comprehensive 11 - 18 years NOR 1400).
Head: Mr. D.C. Shepherd.
Required September 1982, teacher of Mathematics, Scale 1 to teach throughout the ability range. An interest in Computer Studies or some experience would be helpful.
Letter of application, names and addresses of two referees, to the Head.
(37750)
133422

### WILTSHIRE

**CHURCHFIELDS SCHOOL**
Salcombe Grove, Swindon SN3 1AJ
(11 - 18 years: N.O.R. 1318)
Required for September 1982, Teacher Scale 1 for MATHEMATICS. Well qualified, enthusiastic graduate, preferred. The Mathematics Department offers external courses from C.S.E. to 'A' level and Scholarship level. Courses are also available in Statistics, and Computer Studies.
Letter of application, together with names and addresses of two referees, to the Headmaster. (45126)
133422

### WILTSHIRE

**MORDEN SECONDARY SCHOOL**
Akers Way, Swindon SN3 2NJ
(11 - 18 years: N.O.R. 612)
Headmaster: S.J. Chambers B.Sc.
Required September 1982, teacher Scale 1 for MATHEMATICS, to teach all abilities. The school has recently bought a micro-computer and is interest in developing the use of the computer in MATHEMATICS would be an advantage.
Letter of application, together with names and addresses of two referees to the Headmaster. (45126)
133422

### WILTSHIRE

**HREOD BURNA SCHOOL**
Kars Way, Swindon SN3 6NJ
(11 - 18 years: N.O.R. 1000. Roll: 847 (1.2.82))
Headmaster R.W.B. Cleall B.Sc.
Required September 1982, teacher Scale 1 for MATHEMATICS, to join a strong department which follows mainly traditional syllabi. A suitably qualified candidate would have the opportunity to teach throughout the ability range.
Letter of application, together with names and addresses of two referees to the Headmaster. (45127)
133422

## Modern Languages

## Heads of Department

### BEDFORDSHIRE

**NORTHERN AREA SCHOOL**
**WOOTTON UPPER SCHOOL**
Wootton Road, Wootton, Bedford
Headmaster: Mr. R.G. Clews, M.Ed.
Required for September 1982, a Head of the Modern Languages Department, Scale 3, for this rural comprehensive upper school (13 - 18) which is in purpose built buildings in 1975.
French is taught as the first foreign language, German as the second. Ideally candidates should offer German and Spanish to the lower age ranges.
The school has excellent facilities and it has produced very good results in public examinations.
Completed application forms to be submitted 17 days after the appearance of this advertisement. Further details and application forms (S.A.E. please) from the Headmaster. SAE please. (37781)
133422

### CUMBRIA

**COUNTY COUNCIL**
**EDUCATION DEPARTMENT**
**ST. BENEDICT'S RC HIGH SCHOOL**
Red Lonning, Hensingham, Whitehaven.
(mixed voluntary aided comprehensive 11 - 16 years, 975 on roll).
Required September 1982, teacher of MATHEMATICS to teach all abilities. The school has recently bought a micro-computer and is interested in developing the use of the computer in MATHEMATICS would be an advantage.
Letter of application, together with names and addresses of two referees to the Headmaster. (45126)
133422

### CUMBRIA

**COUNTY COUNCIL**
**EDUCATION DEPARTMENT**
**ST. BENEDICT'S RC HIGH SCHOOL**
Red Lonning, Hensingham, Whitehaven.
(mixed voluntary aided comprehensive 11 - 16 years, 975 on roll).
Required September 1982, teacher of MATHEMATICS to join a developing department which will then have the opportunity to teach qualified and experienced pupils. LANGUAGES OF EXPANSION - Arabic, French and German are taught at present.
Comprehensive letters of application to the Head with names and addresses of two referees. (Previous applicants should write briefly to the Headmaster confirming application).
Further details are available by telephone (0946 4551) or letter.
Closing date: 30th April, 1982.

### CUMBRIA

**St. Bernadette's Grammar School, Skelton, Penrith.** Scheduled for closure in 1983. Posts advertised in Scale 2 Posts and above.

### ESSEX

**THURSTABLE SCHOOL**
Colchester CO4 5BW
(11 - 18 years: 1,500 on roll)
Tel: 0206 844696
Required for September 1982, CHARGE OF TEACHER IN CHARGE OF FRENCH
Second Language to German
Secondary Scale
Apply by April 30th for letter with CV and names of referees to Headteacher.
(45470)

### GLOUCESTERSHIRE

**CHOSEN HILL SCHOOL**
Brookthrop Road, Churchdown, Gloucester GL3 2PN
(11 - 18 Comprehensive, 1,000 on roll) Right Form 7E
Required for September, a graduate teacher in charge of the teaching of German throughout the school. The subject is started in the 1st year leading to 'O' and 'A' level. FRENCH is taught throughout the school. Spanish is taught in the second language.
Application and curriculum vitae to the Principal by 30th April, 1982.

### GLOUCESTERSHIRE

**HASTINGS HIGH SCHOOL**
St. Catherines, Brockeph, Gloucester
In the Leicestershire plan for the organisation of secondary education
High 11 - 14
Roll 850
MODERN LANGUAGES
Scale 1
Required August, experienced and well qualified teacher to be second in department of five.
Further details from the Head. Apply immediately (no formal) with full curriculum vitae and names and addresses of two referees (S.A.E.). (45533)

## Scale 1 Posts

### AVON

**CHURCHILL SCHOOL**
Winscombe BS25 1QN
(1480 on roll)
Required September 1982 at this 11 - 18 mixed comprehensive, School with 300 in the Sixth, 15 miles from Bristol and 5 from Weston super Mare, Scale 1 teacher for French and German to teach French to teach throughout the school.
Apply by letter to the Headteacher quoting two referees, S.A.E. for further details. (45292)
133689

### BATH

**ST. MARK'S SCHOOL**
Bath C of E Voluntary Aided, Comprehensive
Teacher on Roll 550
Required for September 1982, vocational in the first year of the Sixth Form, 11 - 16 years, Scale 1.
Required, a qualified teacher of FRENCH to take charge of the department. Specialist teaching in the subject at every level. Ability to teach Spanish an advantage.
Closing date for applications 30th April, 1982.
Application forms and further details available from the Headmaster on receipt of a stamped addressed envelope.

### BEDFORDSHIRE

**SOUTHERN AREA**
**ROTHERHAM & SOUTH SCHOOL**
Bedford Road, Kempston, Bedford
Acting Head: Miss J. Smith
Required for September 1982 a teacher of French. It is possible that a commitment in the Modern Languages Department. First appointees will be offered a scale post.
Closing date for application form 14 days after appearance of this advertisement.
Accommodation may be available in certain cases.
Apply to the Head for application form and return to the address below.
Trade Union: (38130) 133630

### BEDFORDSHIRE

**SOUTHERN AREA**
**ROTHERHAM & SOUTH SCHOOL**
**KEMPSTON UPPER SCHOOL**
Bedford Road, Kempston, Bedford
Acting Head: Miss J. Smith
Required for September 1982 a teacher of French. It is possible that a commitment in the Modern Languages Department. First appointees will be offered a scale post.
Closing date for application form 14 days after appearance of this advertisement.
Accommodation may be available in certain cases.
Apply to the Head for application form and return to the address below.
Trade Union: (38130) 133630

### BRENT

**LONDON BOROUGH OF BRENT**
**CLADERBROOK HIGH SCHOOL**
Messaline Avenue, NW10 8HE
(1,340 Social Priority School)
Required for Summer Term 1982
Temporary TEACHER of FRENCH (Scale 1) to cover Mrs. Leeva.
Maximum salary £7,359 (pro rata). Inclusive allowance of £759 may be payable (pro rata) if teacher is considered suitable for duties involving responsibility.
Application forms (SAE) from the Headmaster. Completed forms returnable within 10 days.
(45100)
133642

### CAMBRIDGESHIRE

**BURWELL AREA COLLEGE**
Burwell, Cambridge CB5 0HB
(Co-educational 11 - 18 comprehensive, 1440 on roll)
Required September 1982, Scale 1 teacher of FRENCH to teach throughout the school. Some teaching of Spanish would be welcomed.
Application forms and further details from the Headmaster, W. G. Thomas JP M.A.
Duties (Scale 1) will be required to contribute to the pastoral system and to take part in extra-curricular activities.
Letters of application, together with curriculum vitae and names and addresses of two referees to the Headmaster.
Closing date 30th April, 1982.

### CUMBRIA

**COUNTY COUNCIL**
**EDUCATION DEPARTMENT**
**ST. BENEDICT'S RC HIGH SCHOOL**
Red Lonning, Hensingham, Whitehaven.
(mixed voluntary aided comprehensive 11 - 16 years, 975 on roll).
Required September 1982, teacher of MATHEMATICS to join a developing department which will then have the opportunity to teach qualified and experienced pupils. LANGUAGES OF EXPANSION - Arabic, French and German are taught at present.
Comprehensive letters of application to the Head with names and addresses of two referees. (Previous applicants should write briefly to the Headmaster confirming application).
Further details are available by telephone (0946 4551) or letter.
Closing date: 30th April, 1982.

### DERBYSHIRE

**Ilkeston Girls' Grammar School, Ilkeston.** Scheduled for closure in 1983. Posts advertised in Scale 2 Posts and above.

### ESSEX

**THE STANWAY SCHOOL**
Fordham Road, Colchester CO3 5QB
(11 - 18 Comprehensive 1,400 on roll)
Required September, to join a developing team of Modern Linguists, a graduate teacher of FRENCH to teach throughout the school. Some knowledge of German would be advantageous.
Letters of application with curriculum vitae and names and addresses of two referees to the Headteacher with full details. SAE please. (45126)
133614

### ESSEX

**CHELMER VALLEY HIGH SCHOOL**
Court Road, Broomfield, Chelmsford, CM1 7ER
(Roll 1350, incl. 112 in Sixth Form)
Tel: 0245 449833
**TEACHER OF MODERN LANGUAGES** Scale 1
Required September, 1982 for the academic year a teacher of German and some French principally to develop well-equipped department. A well established 'O' and 'A' level courses in both languages.
Application forms obtainable from and returnable to the Headmaster as soon as possible. (facsimile s.a.e. please). (42795)
133689

### HAVERING

**LONDON BOROUGH OF HAVERING**
**BEDFORDS PARK SCHOOL**
Lodge Drive, Romford, RM3 7AL
Tel: 70183 Co. Ed)
Tel: Ingrebourne 71331
Headteacher: R.J. Bracken, M.A.
**MODERN LANGUAGES.** Scale 1 required September 1982 to teach French up to 'A' level, the ability to offer some German an advantage.
Letters of application should be sent to the Headteacher giving full curriculum vitae and names and addresses of two referees. Closing date: 14 days after appearance of this advertisement. (45053)
133622

### HERTFORDSHIRE

**COUNTY COUNCIL**
**BARN MEADOW DIVISION**
**THE LEVENTHORPE SCHOOL**
Sawbridgeworth, Hertfordshire, CM21 9BY
Required in September 1982 a graduate teacher of FRENCH to teach up to 'A' level. Some knowledge of German would be an advantage.
Application forms and further details available from the Headteacher, Wickersley Comprehensive School, Bawtry Road, Wickersley, Rotherham, S66 2JY. Telephone Wickersley 542417).
W.B. Mussett, Director of Personnel Resources. (45554)
133622

### LEICESTERSHIRE

**GROSBY COMMUNITY COLLEGE**
Ratby Road, Groby, Leicester
In the Leicestershire plan for the organisation of secondary education
Upper 14 - 19
FRENCH
Scale 1
Required August, 19 teach across the 14 - 19 age range from C.S.E. to 'A' level. Applications from those with a second language or other assistance useful.
BEFORE APPLYING write for further details enclosing s.a.e. to the Principal. (45506)
133622

### NORTH YORKSHIRE

**COUNTY COUNCIL**
**RILEY SCHOOL**
Riley Smith Drive, North Yorkshire, YO12 4AS
Required for this comprehensive school with 630 pupils on roll (Scale 1 + 5 SDP) September 1982, teacher of GERMAN and FRENCH to 'O' level standard. German as a second language to be taught to small groups of pupils from the third year onwards.
Application forms and further details available from the Headmaster on receipt of a stamped addressed envelope. (45775)

### OLDHAM

**METROPOLITAN BOROUGH OF OLDHAM**
**EDUCATION COMMITTEE**
**CLIFTON HOUSE C.E. SCHOOL**
Rochdale Road, Shaw, Oldham
Required for September 1982 a full time teacher of French to join a small comprehensive school of about 300 pupils. Scale 1 plus 5 SDP.
Teacher of GERMAN, Ability to teach to 'A' level.
Geography an advantage.
Send s.a.e. for application form to the Head at the school, returning to the Headteacher as soon as possible.

### OLDHAM

**METROPOLITAN BOROUGH OF OLDHAM**
**EDUCATION COMMITTEE**
**BLUE COAT SCHOOL**
Required for September 1982 teacher of FRENCH, graduate preferred, ability to offer other academic subjects an advantage.
Scale 1 s.a.e. for application form to the Head at the school, returnable to him immediately. (45300)
133628

### OLDHAM

**METROPOLITAN BOROUGH OF OLDHAM**
**EDUCATION COMMITTEE**
**HOLLINWOOD SCHOOL**
Chaddesden Hall Road, Hollinwood, Oldham
Required for September 1982 a teacher of French to join a comprehensive school of about 300 pupils. Scale 1 plus 5 SDP.
Graduate preferred. Ability to teach to 'A' level. The school is developing a modern languages department with a strength.
Send s.a.e. for application form to the Head of the Department, Mrs. Curtis-Jones at the school by 30th April. (45505)
133622

### OXFORDSHIRE

**COUNTY COUNCIL**
**FARINGDON SCHOOL**
Faringdon Road, Faringdon, SN7 7DZ
Required Comprehensive 11 - 18 (945 on roll)
Required for September, 1982, a Modern Languages teacher for French and German to 'A' level. The school has two language laboratories and is developing an enthusiastic and lively department.
Please apply immediately to the Headteacher with full details. SAE please. (45812)
133622

### ROTHERHAM

**METROPOLITAN BOROUGH OF ROTHERHAM**
**DEPARTMENT OF EDUCATION**
**WICKERSLEY COMPREHENSIVE SCHOOL**
11 - 18 Mixed. Approx. 1553 on roll. Approx. 104 in 6th Form.
Required for September, 1982, ASSISTANT TEACHER (Scale 1) Graduate preferred for French up to 'A' level, mainly with German, and to offer European Studies in the Second Year. Further information available from the Headteacher. 27th April, 1982.
Applications by letter, to the Headteacher, Wickersley Comprehensive School, Bawtry Road, Wickersley, Rotherham, S66 2JY. Telephone Wickersley 542417).
W.B. Mussett, Director of Personnel Resources. (45554)
133622

### SOUTH GLAMORGAN

**COUNTY COUNCIL**
**BRYN HAFREN COMPREHENSIVE SCHOOL**
Berry (11 - 18 12 Form Entry Comprehensive) Scale 1
Required for 11th June, 1982 a graduate teacher to assist with the teaching of French/German throughout the school. This is a temporary appointment to cover a job share during the maternity leave of one of the staff.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned to whom completed forms should be returned within 7 days of the appearance of this advertisement.
A.J. Cule, Director of Education Offices, Kingsway, Cardiff. (44995)
133622

### SUFFOLK

**MILDENHALL UPPER SCHOOL**
Bury Road, Mildenhall, Suffolk IP28 7AY
(Mixed 11 - 18 comprehensive, 1,200 on roll)
Required September 1982, a teacher of FRENCH (Scale 1). Ability to teach German or Spanish would be useful. Closing date: 14 days.
Temporary ASSISTANT TEACHER Scale 1
Required for French and Spanish to cover secondment. Further information available from the Headteacher.
Closing date: As soon as possible.
Applications by letter to the Headteacher, Bennett Park Comprehensive School, Aughton Road, Swallownest, Sheffield S31 0TY. (Tel: Sheffield 871711).
W.B. Mussett, Director of Personnel Resources. (45775)
133622

### ROTHERHAM

**METROPOLITAN BOROUGH OF ROTHERHAM**
**DEPARTMENT OF EDUCATION**
**WICKERSLEY COMPREHENSIVE SCHOOL**
11 - 18 Mixed. Approx. 1553 on roll. Approx. 104 in 6th Form.
Required for September, 1982, ASSISTANT TEACHER (Scale 1) Graduate preferred for French up to 'A' level, mainly with German, and to offer European Studies in the Second Year. Further information available from the Headteacher. 27th April, 1982.
Applications by letter, to the Headteacher, Wickersley Comprehensive School, Bawtry Road, Wickersley, Rotherham, S66 2JY. Telephone Wickersley 542417).
W.B. Mussett, Director of Personnel Resources. (45554)
133622

### WARWICKSHIRE

**ATHERSTONE SCHOOL**
Long Street, Atherstone, Warwickshire
(13 - 18 comprehensive, 1,160 on roll)
Required September 1982, teacher of Mathematics (Scale 1) to take responsibility for girls' physical education. Courses offered to recreational and examination levels.
Further details available from the Head (s.a.e. please) letter of application, names and addresses of two referees to the Head. (37781)
134022

### WARWICKSHIRE

**NICHOLAS CHAMBERLAINE SCHOOL**
Bulkington Road, Bedworth, Nuneaton, CV12 8BA
Required September 1982, teacher of Music. The Music Department is developing well with three full-time staff teaches to 'A' level. There is substantial peripatetic teaching and a wide variety of programme of extra-curricular activities.
Further details and application form are available from the Headteacher, Tim Edwards, BUNACAMP, 58 Barnard St, Bath BA2 3AW. (01-543 9291) FREE MEN ESPECIALLY NEEDED. (37917)
134034

## Music

## Heads of Department

### DORSET

**OAKMEAD SCHOOL FOR GIRLS**
Duck Lane, Bournemouth
600 pupils aged 11-18, Mixed.
Required September, 1982, Head of music, Scale 2, a cellist teacher of music, lively and enthusiastic, to develop existing activities, which include an inexpensive orchestra of 40, a wind band, 5 brass group and two choirs. Part-time and peripatetic staff available. Small groups prepared for C.S.E. examinations.
Interviews will be held during the week beginning 24th May. Further details (on receipt of s.a.e.) from and applications to the Headmistress by Wednesday 5th May, 1982.
(45095)
133616

## Scale 2 Posts and above

### BARNSLEY

**METROPOLITAN BOROUGH COUNCIL**
**BARNSLEY MUSIC CENTRE**
**TEACHER/PERFORMER OF ASSOCIATE RANK** required to teach clarinet essential) required as soon as possible. Duties will consist of teaching in the Authority's Schools and Music Centres and performing in demonstration concerts.
Applications by letter (no forms) giving details of Education Qualifications and Experience, together with the names and addresses of two referees to the Education Officer, Berneslai Close, Barnsley S70 2BB. (37774)
133620

### CUMBRIA

**COUNTY COUNCIL**
**ALFRED BARROW SCHOOL**
Duke Street, Barrow in Furness
(mixed comprehensive, 11 - 16 years, 980 on roll)
Required from September 1982 a Music TEACHER Scale 2, initially to be responsible for the music teaching in the lower school. The ability to contribute to the teaching of one other subject; possibly drama would be welcome.
Further details may be obtained from the music teacher to whom letters of application (with names and addresses of two referees should be forwarded within 10 days of this advertisement. (45444)
133630

### EAST SUSSEX

**COUNTY COUNCIL**
**WILLIAM PARKER SCHOOL**
Parkstone Road, Hastings TN34 2JH
(Comprehensive Boys 13 - 18) (280 on roll - 1 in 6th form)
Required September, 1982, teacher of Music, (Scale 2) to take the teaching of this subject throughout the school and to run a choir.
Relocation grants available in approved cases.
Application forms and further details (s.a.e. please) from Miss Gill, Secretary. Closing date: 7th May, 1982. (45439)
133630

### ESSEX

**THE ROSWELLS SCHOOL**
(Roll 1230)
Roswells Road, Springfield, Chelmsford.
Tel: 0245 354451
**TEACHER OF MUSIC** Scale 2
Experienced teacher required to organise music throughout the classroom subject. Ability to contribute musically to extra curricular programme an advantage.
Curriculum vitae and names and addresses to Headteacher (foolscap s.a.e. please). (45469)
133630

## Scale 1 Posts

### DONCASTER

**EDLINGTON COMPREHENSIVE SCHOOL**
Tait Avenue, Edlington, Doncaster, DN12 1HE
Telephone Rotherham 864100
Headmaster: J.S. Welch
Required for September 1982 a well qualified teacher of Music Scale 1 to work with the Head of Music. The Music Department has the use of purpose built Music Suite with good equipment and has a history of successful performance. Ability to assist with Drama Department in addition to specialism necessary. For years 1 - 5 there is a wide range of courses to 'O' level. There is the post offers excellent prospects and enthusiastic and

Edlington Comprehensive School takes all pupils aged 11 - 18 living in the very well built area and was purpose built in 1970 on the edge of open country.

On receipt of SAE an application form and further details will be provided by the Headmaster to whom they should be returned as soon as possible. (45551)
133630

### LONDON

**URSULINE CONVENT**
18 The Downs, Wimbledon, London SW20 8HR
Girls Comprehensive High
School (11 - 18, 940 on roll)
Required September: teacher of Music to 'A' level including class music to edinburgh year. Temporary post for one term. Scale post available for suitable applicant.
Please apply to the Headmistress with testimonials and s.a.e. for acknowledgement, giving the names and addresses of two referees.
(37788)
133630

### SUFFOLK

**MILDENHALL UPPER SCHOOL**
Bury Road, Mildenhall, Suffolk IP28 7AY
(Mixed 11 - 18 comprehensive, 1,200 on roll)
Required September 1982, a teacher of FRENCH (Scale 1). Ability to teach German or Spanish would be useful. Closing date: 14 days.
Temporary ASSISTANT TEACHER Scale 1
Required for French and Spanish to cover secondment. Further information available from the Headteacher.
Closing date: As soon as possible.
Applications by letter to the Headteacher, Bennett Park Comprehensive School, Aughton Road, Swallownest, Sheffield S31 0TY. (Tel: Sheffield 871711).
W.B. Mussett, Director of Personnel Resources. (45775)
133622

### WALTHAM FOREST

**LONDON BOROUGH OF WALTHAM FOREST**
**EQUAL OPPORTUNITY EMPLOYER**
The borough is within easy reach of Central London and borders on Epping Forest.
Teaching Addition to salary payable.
**NATIONAL WISEMAN R.C. EDUCATION CENTRE**
Shernhall Street, London, E17 3RT.
**MALE TEACHER OF GERMAN** (SCALE 1) required for September 1982.
**TEACHER OF GERMAN** (SCALE 1) required for mixed Roman Catholic Comprehensive School for pupils aged 14-19 years (480 on roll).
Following to retirement of the present holder, a teacher is required to be responsible for the German in the Modern Languages Department. Please state second subject please (euphe) taking taken to 'A' level. The second subject has a high reputation and results of examinations are excellent.
Candidates are asked to indicate their subsidiary subject(s) as well as their ability to participate in extra-curricular activities.
Application forms and further details available from the Headteacher on receipt of a stamped addressed envelope.
Closing date: 14 days after appearance of this advertisement. (45053)
133622

### WALTHAM FOREST

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**EQUAL OPPORTUNITY EMPLOYER**
The borough is within easy reach of Central London and borders on Epping Forest.
Teaching Addition to salary payable.
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Following to retirement of the present holder, a teacher is required to be responsible for the German in the Modern Languages Department. Please state second subject please (euphe) taking taken to 'A' level. The second subject has a high reputation and results of examinations are excellent.
Candidates are asked to indicate their subsidiary subject(s) as well as their ability to participate in extra-curricular activities.
Application forms and further details available from the Headteacher on receipt of a stamped addressed envelope.
Closing date: 14 days after appearance of this advertisement. (45053)
133622

### WARWICKSHIRE

**ATHERSTONE SCHOOL**
Long Street, Atherstone, Warwickshire
(13 - 18 comprehensive, 1,160 on roll)

## SECONDARY PHYS, EDUCATION

continued

### NEWCASTLE UPON TYNE

DAME ALLAN'S GIRLS
Girls' Preparatory School
Fowberry Crescent, Fenham, Newcastle upon Tyne NE4 9YJ
Direct Grant/Independent
360 girls aged 7 to 13+
PHYSICAL EDUCATION MISTRESS
Required for September 1982 to teach throughout the school gymnastics, swimming, tennis and netball. Full games kit provided.
Apply by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees. (3777/82) 134422

### ROTHERHAM

METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
OLD HALL COMPREHENSIVE SCHOOL
(11 - 18 Mixed. Approx. 1041 on roll)
Required for September, 1982 or earlier if possible.
ASSISTANT TEACHER - Scale 1
Required for Girls P.E. in a progressive Department where improvement and change play a significant role. Further information is available from the Headteacher.
Closing date: 27th April, 1982.
Applications by letter, to the Headteacher, Old Hall Comprehensive School, Wentworth, Rotherham S61 4RD. (Telephone Rotherham 555232). Director of Personnel Services. (4565/2) 134422

### STAFFORDSHIRE

EDUCATION COMMITTEE
OUNDLE HIGH SCHOOL
Dunstall Park Road, Wolverhampton WV6 0BJ
TEACHER OF GIRLS' PHYSICAL EDUCATION
Required for September, 1982, to teach throughout the school. Applicants should be graduates or residential area, close to Wolverhampton and the West Midlands.
Application forms obtainable from and returnable to the Headteacher (S.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (5811/82) 134422

### WILTSHIRE

ST. JOSEPH'S C.E. CONTROLLED GIRLS' SECONDARY SCHOOL
Ravenscroft, Swindon
No on Roll 740
Required for September 1982 at this 11 - 16 Girls' Secondary School.
A Scale 1 Teacher of PHYSICS/SCIENCE with a keen interest in Netball and Hockey but prepared to teach across the Curriculum. The ability to offer English or Mathematics as a second subject will be an advantage.
Application forms and further details addressed (stamped for return if by private person) from the Headteacher at the school. (4529S) 134422

## Religious Education

## Heads of Department

### CUMBRIA

COUNTY COUNCIL
WORKINGTON SCHOOL
Netherhall Road, Maryport
Mixed comprehensive 11 - 18 years, 1250 on roll)
DEPARTMENT
HEAD OF RE
Required from September 1982 to organise the subject throughout the age range and to take a full part in the widening of the subject to meet its demands on the total life of the school. Experience at sixth form level is possible.
Further details and application forms are obtainable from the Assistant Director of Education, Upton Hall, Scotch Corner, Penrith, to whom they are to be returned with the name of the person applying for the advertisement. (4524S) 134418

### ESSEX

ST. JOHN EAYNE R.C. HIGH SCHOOL
Teaching Hall Lane, Chigwell
(R.C. 1,000 mixed)
HEAD OF RELIGIOUS STUDIES
Required September 1982 as Teacher in charge of a team of specialists to lead to public examination level. Full particulars and further details from headteacher (s.a.e. please). (3812S) 134418

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Gillingham Service 3
HEAD OF RELIGIOUS STUDIES
Gillingham
A Graded Post (Group 3) will be required for September, 1982 for a teacher to lead the Religious Education Department throughout the School. Applicants should be graduates willing to co-operate in the Agreed Syllabus for Daily Assembly and to give a strong recommendation.
Applications to the headmaster giving a full curriculum vitae and the names of two referees. (4809/4) 134418

### WEST SUSSEX

SOUTHERN CATHOLIC AREA
Holy Trinity Convent, Worthing
Holy Trinity Comprehensive, 11 - 16
HEAD OF RELIGIOUS STUDIES
Scale 3 - Well qualified and committed teacher required to lead this important department. Experience in Catholic Comprehensive schools desirable.
Application forms and further details from Headteacher (s.a.e.). (4/82) 134418

## Scale 2 Posts and above

### AVON

COUNTY OF AVON
THE GRANGE SCHOOL
Grange Court Road, Bristol BS15 2XT
(11 - 18 Comprehensive)
Required for September 1982 teacher in charge of Religious Education, Scale 2.
The teacher appointed will be responsible for the Department of Personal & Social Education for the promotion and teaching of the subject throughout the secondary school.
Applications by letter (no forms) including a curriculum vitae and the names of two referees should be submitted to the Headmaster. Designate as soon as possible. (3774/82) 134420

### DORSET

OAKMEAD SCHOOL FOR GIRLS
Duke Lane, Bournemouth
(800 pupils aged 11 - 16, Grammar)
Required September 1982, teaching RELIGIOUS STUDIES to Scale 1 (Scale 3 may be available for experienced candidate). Flourishing department with many possibilities for candidates to 'O' level and C.S.E. Some experience of Humanities an integrated course.
Interviews will be held during the week commencing 9th May. Further details from the Headteacher to whom applications to the Headmistress, by Wednesday, 5th May. (45069) 134440

## Scale 1 Posts

### ENFIELD

LONDON BOROUGH OF ENFIELD
BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middx. EN1 3TS
Required as soon as possible teacher in charge RELIGIOUS EDUCATION (Scale 1). Temporary post to cover maternity leave.
COLTHURST SCHOOL
Sussex Way, Cockfosters, Barnet, EN4 9NT
(Roll 1,260 (5 form entry Mixed Comprehensive)
Required for Summer Term only, temporary teacher of RELIGIOUS and SOCIAL EDUCATION (Scale 1). Possibility of Scale 2 for suitably experienced candidate. (4535) 134422

### LEICESTERSHIRE

ROBERT SMYTH UPPER SCHOOL
Burgmill Road, Market Harborough, Leics.
(Upper 14 - 18
Roll 1530 (300 in 6th form)
RELIGIOUS STUDIES
Scale 1
Required August a teacher to lead to 'O' level. The successful applicant will be expected to work with the Social Education programme in the sixth year.
Further details from the Head. Applications (no forms) with full curriculum vitae and the names and addresses of two referees. (S.A.E.) (4558) 134422

### NORTH YORKSHIRE

THE BAR GRAMMAR SCHOOL
(Direct Grant R.C. Mixed 11 - 18 to 1st Year Sixth)
Required for September 1982 to teach RELIGIOUS STUDIES and ENGLISH to Catholic candidates. Practising Roman Catholic essential.
Apply by letter, curriculum vitae with full details of qualifications, addresses and telephone numbers of two referees to the Headmistress. (4910G) 134422

### ISLE OF MAN

BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
Co-ed (1,000 pupils)
Comprehensive 14 - 18. 980 on roll
Douglas, Isle of Man
Required September, 1982, Assistant Teacher to lead team of specialists to public examination level.
Applications and further details from headteacher (s.a.e. foreign please). (3812S) 134418

## Rural Science

## Scale 1 Posts

### DERBYSHIRE

LADY MANNERS SCHOOL
Bakewell, Derbyshire. DE4 1HA
(11 - 18 Mixed)
Voluntary Controlled co-educational Comprehensive School with 1560 on roll including 400 in Sixth Form. Situated in Peak District National Park.
Required for September 1982 Graduate Teacher of Geography at all levels including 'A' level and Social Studies to 'O' level and below.
For a single applicant this post can be arranged as an Assistant in the School's Residential Centre with additional allowances for the extra responsibilities involved. Accommodation is available from the Bursar.
Letters of application (no forms) to the Headmaster, curriculum vitae and the names and addresses of two referees. (4560/4) 134422

## Science

## Heads of Department

### DUDLEY

METROPOLITAN BOROUGH
Required for September:
THE DORMSTON SCHOOL
Mill Bank, Sedgley, Dudley, West Midlands
(12 - 16 comp. 720 on roll)
HEAD OF PHYSICS (Scale 3)
THE SUMMERHILL SCHOOL
Lodge Lane, Kingswinford, West Midlands
(12 - 18 comp. 830 on roll)
GRADUATE as HEAD OF BIOLOGY (Scale 3)
Sixth form experience desirable.
Application forms/details (foolscap SAE) from Head Teachers. (4310?) 134418

### ENFIELD

LONDON BOROUGH OF ENFIELD
ST. ANTHONY'S SCHOOL
(Upper School) Turkey St, Enfield, Middx. EN1 4NP.
Voluntary Aided
Comprehensive School for boys (aged 13 - 18)
Controlled by Jesuit Fathers.
Roll 810
Required September, HEAD OF SCIENCE (Scale 4). Applicants should be graduate Physicists capable of teaching from C.S.E. up to 'S' level. Flourishing Science Department of nine teachers and five technicians with eight well-equipped laboratories. Successful candidate will be responsible for maintaining good academic standards throughout the department, including Chemistry and Biology, and for continuing development of courses for less able pupils.
Location Allowance £498. Consideration to assist acceptance with removal, relocation costs, temporary and low interest mortgage.
Apply by letter, enclosing full curriculum vitae and names of two referees, direct to the Rev. Brother Headmaster, as soon as possible. (4454/4) 134418

### HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
THE IMMINGHAM SCHOOL
Carver Road, Immingham
Mixed 11 - 19, Roll 1650
Group 15
Headmaster: Michael Roper
Required for September, 1982: HEAD OF PHYSICS
SCALE 4. An experienced graduate is required. The Chemistry technician, 'O' level and hopefully will be capable of forming a fully established comprehensive with a sixth form of 340 that will not be affected by proposed local 16 - 19 reorganisation.
Applications and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (4551) 134418

### KENT

COUNTY COUNCIL
Education Department
Maidstone Service 3
THE CHARLES DICKENS SECONDARY SCHOOL
Granville Road, Gravesend, Kent DA12 5RA
(11 - 16) (M)
(11 - 16) (F)
Re-advertisement
Required for September 1982, Head of Department Science. Scale 3. Duties to commence at the present post holder's retirement.
Interested applicants should apply to the Headmaster at the school for further particulars before submitting applications.
Previous applications will be reconsidered and candidate need not re-apply.
Closing date 30th April, 1982. (4584G) 134418

### WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and bordered by Epping Forest.
Inner London allowance payable.
HEAD OF SENIOR HIGH SCHOOL FOR GIRLS
Leytonstone, Leytonstone, London E11 3DA
HEADTEACHER: Dr. A.M. Biscoe
REQUIRED FOR SEPTEMBER 1982
HEAD OF BIOLOGY SCALE 3
required in the combined two school (one school for pupils aged 11 - 16 years (100 girls) and one for girls aged 16 - 18 years) will be qualified and experienced Biologist who will be able to take over a successful department of satisfactory facilities. Ability to teach Chemistry up to 'O' level and is a popular application choice.
Application forms, giving full details of qualifications and experience, obtainable from the Head Teacher on receipt of a stamped addressed envelope (foolscap size).
Closing date 30th April, 1982. (4714)

### WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
HEAD OF PHYSICS
SILVER HILL HIGH SCHOOL
Cranmore Road, Layton E.17
REQUIRED FOR SEPTEMBER 1982
HEAD OF TECHNICAL STUDIES SCALE 3
Required in this mixed Comprehensive School for pupils aged 11 - 14 years (370 on roll).
For more details see our advertisement under Technical Studies, Heads of Department.

### WEST SUSSEX.

SOUTHERN AREA.
THE LITTLEHAMPTON SCHOOL
Littlehampton.
Mixed 11 - 18 Comprehensive (1980 on roll)
Required September 1982 HEAD OF PHYSICS to take charge of well-equipped and established Department.
Housed in separate purpose-built Science block of 11 laboratories.
Write for further details and application form to Headmaster.
Assistance will be given towards the cost of removal and resettlement expenses in approved cases. (3778/1) 134418

### BERKSHIRE

DOWNE HOUSE SCHOOL
Newbury, Berks. (0635 40286)
Experienced graduate Biologist required for September 1982 to be Head of Department at Downe House. Cold Ash, Newbury. The present Head of Department is taking up a new appointment. This post would suit a teacher looking for a challenging opportunity with responsibility.
Further details from the Headmistress to whom applications should be sent, enclosing the names and addresses of two referees. (3685S) 134418

## Scale 2 Posts and above

### DERBYSHIRE

COUNTY COUNCIL
BELPER HIGH SCHOOL
Required for September 1982 a Teacher of Electronics - Scale 2 to continue and develop the well-established, all ability CSE courses to combine with existing 'A' level engineering Science and Craft, Design and Technology specialisms. Responsible for maintaining good academic standards throughout the department, including Chemistry and Biology, and for continuing development of courses for less able pupils.
Location Allowance £498. Consideration to assist acceptance with removal, relocation costs, temporary and low interest mortgage allowance.
Apply by letter, enclosing full curriculum vitae and names of two referees, direct to the Rev. Brother Headmaster, as soon as possible. (4454/4) 134418

### OXFORDSHIRE

COUNTY COUNCIL
DIDCOT GIRLS' SCHOOL
Sherwood Road, Didcot OX11 7QA
(11 - 18 Comprehensive 1,100 on roll on same campus)
Required for September 1982, lively Science teacher (Scale 3) required to succeed to post of Head of Department. Applicants should be graduates with a degree in Physics capable of teaching from C.S.E. up to 'S' level. Flourishing Science Department of nine teachers and five technicians with eight well-equipped laboratories. Successful candidate will be responsible for maintaining good academic standards throughout the department, including Chemistry and Biology, and for continuing development of courses for less able pupils.
Location Allowance £498. Consideration to assist acceptance with removal, relocation costs, temporary and low interest mortgage allowance.
Apply by letter, enclosing full curriculum vitae and names of two referees, direct to the Rev. Brother Headmaster, as soon as possible. (4454/4) 134418

### HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
THE IMMINGHAM SCHOOL
Carver Road, Immingham
Mixed 11 - 19, Roll 1650
Group 15
Headmaster: Michael Roper
Required for September, 1982: HEAD OF PHYSICS
SCALE 4. An experienced graduate is required. The Chemistry technician, 'O' level and hopefully will be capable of forming a fully established comprehensive with a sixth form of 340 that will not be affected by proposed local 16 - 19 reorganisation.
Applications and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (4551) 134418

### KENT

COUNTY COUNCIL
Education Department
Maidstone Service 3
THE CHARLES DICKENS SECONDARY SCHOOL
Granville Road, Gravesend, Kent DA12 5RA
(11 - 16) (M)
(11 - 16) (F)
Re-advertisement
Required for September 1982, Head of Department Science. Scale 3. Duties to commence at the present post holder's retirement.
Interested applicants should apply to the Headmaster at the school for further particulars before submitting applications.
Previous applications will be reconsidered and candidate need not re-apply.
Closing date 30th April, 1982. (4584G) 134418

### WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and bordered by Epping Forest.
Inner London allowance payable.
HEAD OF SENIOR HIGH SCHOOL FOR GIRLS
Leytonstone, Leytonstone, London E11 3DA
HEADTEACHER: Dr. A.M. Biscoe
REQUIRED FOR SEPTEMBER 1982
HEAD OF BIOLOGY SCALE 3
required in the combined two school (one school for pupils aged 11 - 16 years (100 girls) and one for girls aged 16 - 18 years) will be qualified and experienced Biologist who will be able to take over a successful department of satisfactory facilities. Ability to teach Chemistry up to 'O' level and is a popular application choice.
Application forms, giving full details of qualifications and experience, obtainable from the Head Teacher on receipt of a stamped addressed envelope (foolscap size).
Closing date 30th April, 1982. (4714)

### LONDON

LATYMER UPPER SCHOOL
King Street, London W6 9LR
Direct Grant/Independent
HMC (1100 boys)
Required for September, a graduate to teach CHEMISTRY to 'A' level. Burnham plus London allowance on scale. Preference to experienced. Bachelor flat may be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (3760S) 134420

### NORFOLK

NOTRE DAME HIGH SCHOOL
Norwich
Surrey Street, Norwich (Tel. 24196)
(1100 mixed 11 - 18 years)
(Re advertisement)
Scale 2 Physics
The post offers opportunities to teach Physics to 'A' level; work in a new seven laboratory block; use computer, plus and gain administrative and leadership experience.
High calibre new teachers willing to show themselves worthy of promotion after their probationary year will be considered.
Applications from Catholic candidates particularly welcome, but all applicants will be fully considered.
Application forms and further details can be obtained from Fr. Reverend Governor at the School. Closing date: 7th May, 1982. (4564G) 134420

### OXFORDSHIRE

COUNTY COUNCIL
DIDCOT GIRLS' SCHOOL
Sherwood Road, Didcot OX11 7QA
(11 - 18 Comprehensive 1,100 on roll on same campus)
Required for September 1982, lively Science teacher (Scale 3) required to succeed to post of Head of Department. Applicants should be graduates with a degree in Physics capable of teaching from C.S.E. up to 'S' level. Flourishing Science Department of nine teachers and five technicians with eight well-equipped laboratories. Successful candidate will be responsible for maintaining good academic standards throughout the department, including Chemistry and Biology, and for continuing development of courses for less able pupils.
Location Allowance £498. Consideration to assist acceptance with removal, relocation costs, temporary and low interest mortgage allowance.
Apply by letter, enclosing full curriculum vitae and names of two referees, direct to the Rev. Brother Headmaster, as soon as possible. (4454/4) 134418

### SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
ST. PHILOMENA'S SCHOOL (R.C. AIDED)
Carshalton, Surrey SM5 3RB
(Tel. 01-642 2025)
PHYSICS, SCALE 3 OR 4
Required September 1982. An experienced and well-qualified graduate Physicist to be in charge of the well-equipped and well-staffed Physics department. Teaching Physics up to 'A' level and General Science to 'O' level. An interest in pastoral work and the ability to take a full part in the life of a busy school is an advantage. Scale 3 or 4 dependent on qualifications and experience.
Apply by letter to the Headteacher giving curriculum vitae and the names and addresses of two referees.

### TAMESIDE

METROPOLITAN BOROUGH COUNCIL

Required from September, 1982 TWO ENGLISH SPECIALIST SCIENCE TEACHERS.

Prepared to contribute to the suitable educational development of the Upper School. Preference will be given to candidates who can offer Physics to suitable 'A' level standard.

The post involves teaching full a proportion of Science to the Lower School as well as to the Upper School across the Authority as a whole.

(a) Attraction girls towards Physical Science.

(b) Developing the teaching of the social implications of science.

Application forms and further details can be obtained from The Director of Education, Wellington Road, Ashton-under-Lyne OL6 6DL, to whom completed forms should be returned by 30th April, 1982. Ref. 26/2/82. Tel. (45933)

### WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and bordered by Epping Forest.
Inner London allowance payable.
HEAD OF SENIOR HIGH SCHOOL BOYS
Forest Road Teachers: Mr. A.F. Hopkins
REQUIRED FOR SEPTEMBER 1982
PHYSICS TEACHER SCALE 2 required in this Boys' Comprehensive School for pupils aged 11 - 18 years (1,000 on roll).
To teach 'O' level and 'A' level Physics and to assist in the teaching of Electronics. This post is the only one in the school and the Department is well equipped.
Application forms and further details obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. Closing date 30th April, 1982. (3758?) 134420

### BRADFORD

CITY OF BRADFORD
METROPOLITAN COUNCIL
THORNTON UPPER SCHOOL
Required for September 1982 a teacher in charge of Physics in the Physics Department. Useful experience to teach Physics to 'A' level required but applicants will also be required to teach Physics to 'O' level and Chemistry to 'O' level. Applicants would be expected to take part in the Combined Science course for 13 - 16 year olds.
Further details and application forms may be obtained from the Headmaster, Mr. M. Cole (Tel. 0274 812626) to whom completed forms should be returned within 10 days of the appearance of this advertisement. (3758?) 134420

### BRADFORD

CITY OF BRADFORD
METROPOLITAN COUNCIL
THORNTON UPPER SCHOOL
Required for September 1982 a teacher in charge of Physics in the Physics Department. Useful experience to teach Physics to 'A' level required but applicants will also be required to teach Physics to 'O' level and Chemistry to 'O' level. Applicants would be expected to take part in the Combined Science course for 13 - 16 year olds.
Further details and application forms may be obtained from the Headmaster, Mr. M. Cole (Tel. 0274 812626) to whom completed forms should be returned within 10 days of the appearance of this advertisement. (3758?) 134420

### BRISTOL

COTHAM GRAMMAR SCHOOL
Cotham Lawn Road, Bristol BS6 5DY
Required from September 1982, a Teacher in charge of PHYSICS. Applicants should be graduates with a degree in Physics. Please write for further details. (3758?) 134420

### BUCKINGHAMSHIRE

COUNTY COUNCIL
JOHN COLET SCHOOL
Wheat Road, Wendover, Bucks.
Head Teacher G.W. Norwood
(Mixed 11 - 18)
HEAD OF CHEMISTRY
SCALE 3
Required September 1982 or as soon as possible thereafter.
Applications with personal details and names of referees to Headteacher.

Application forms obtainable from and to be returned to Headteacher (s.a.e. please). (4544/4) 134422

## Scale 1 Posts

### AVON

CHURCHILL SCHOOL
Bristol, BS19 5QA
(1400 on roll)
Required for September 1982 at this 11 - 18 Comprehensive a teacher of Physics to 'A' level with some science. Vigorous and progressive department.
Application forms and further details from the Headteacher, Mr. M. Cole (Tel. 0934 812626) to whom completed forms should be returned within 10 days of the appearance of this advertisement. (3758?) 134422

### CUMBRIA

COUNTY COUNCIL
VICTORIAN RC SCHOOL
Victoria Road, Barrow
(Voluntary aided mixed comprehensive 11 - 18 years. Roll 1,000 and 180 in sixth)
Required from September 1982 a Teacher of Physics to 'A' level teaching ability for suitable candidate.
Application forms and further details from the Headteacher (s.a.e.).
Applications (no forms) should be sent to the Headteacher (foolscap s.a.e.) together with full curriculum vitae and the names of two referees to be returned within 10 days of the appearance of this advertisement. (4544/4) 134422

### DERBYSHIRE

LADY MANNERS SCHOOL
Bakewell, Derbyshire. DE4 1HA
(11 - 18 Mixed)
Voluntary Controlled co-educational Comprehensive School with 1560 on roll including 400 in Sixth Form. Situated in Peak District National Park.
Required for September 1982 Graduate Teacher of Geography at all levels including 'A' level and Social Studies to 'O' level and below.
For a single applicant this post can be arranged as an Assistant in the School's Residential Centre with additional allowances for the extra responsibilities involved. Accommodation is available from the Bursar.
Letters of application (no forms) to the Headmaster, curriculum vitae and the names and addresses of two referees. (4560/4) 134422

### DORSET

LYTCHETT MINSTER SCHOOL
Lytchett Minster, Poole
Required for September 1982 a teacher to teach PHYSICS to pupils of all ages and abilities in this co-educational comprehensive school of 1,200 pupils.
Application form and further details from the Headmaster. (4504/4) 134422

### ENFIELD

LONDON BOROUGH OF ENFIELD
SOUTHGATE TECHNICAL COLLEGE
Required from 1st September 1982
TEMPORARY LECTURER GRADE II to teach Biology.
For further information see under Colleges of Further Education Section. (3758?) 134422

### BUCKINGHAMSHIRE

SLOUGH BOROUGH COUNCIL
BURNHAM COMMUNITY SCHOOL
Lascelles Park, Burnham, Bucks. SL1 8JG
(1,000 mixed 11 - 18 years)
Required September 1982 a Well-qualified graduate Physicist to teach Physics to 'A' level and Chemistry to 'O' level. Applicants should be graduates with a degree in Physics and preferably with a teaching qualification. Some experience desirable.
Application forms and further details from the Headmaster (s.a.e. please). (4546/4) 134422

### ESSEX

THE GREENSWARD SCHOOL
Greensward Lane, Hockley (Hockley 202571)
Tel: Southend 202571
Required in PHYSICS
(11 - 16 Co-educational comprehensive 11 - 18 sixth form)
Computer Studies welcomed. Good facilities available but newly qualified applicants willingly considered.
Apply directly to the Headmaster for application forms and further particulars (foolscap s.a.e. please).

THURSTABLE SCHOOL
Maypole Road, Canvey Island, Essex SS8 0EW
(Roll 1,150)
Tel: 0268 514526
ASSISTANT TEACHER IN PHYSICS to 'A' level
Physics to 'A' level, with some modular and common sense science. Vigorous and progressive department.
Apply by April 30th by letter with full curriculum vitae, referees to Headteacher (foolscap s.a.e. please).

MOULSHAM HIGH SCHOOL
Parkway, Chelmsford
Tel: Chelmsford 60101
TEMPORARY SCHOOLBOY
Scale 1
Required September, enthusiastic Scientist to teach Physics and Chemistry mainly in the Lower School; and Biology or part of a team of Technical Studies. Applicants would suit someone with an Engineering background.
Application forms and further details available from the Headteacher (foolscap s.a.e.).
Applications (no forms) should be returned within 10 days of the appearance of this advertisement. (4577/8) 134422

### CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
CROWNEST SCHOOL
Pye Nest Road, Halifax
(Tel: Halifax 66911)
Required September, enthusiastic Scientist to teach Physics mainly to 'O' level and Chemistry as part of a team of Technical Studies teachers. Would suit someone with an Engineering background.
Application forms and further details available from the Headteacher (foolscap s.a.e.).
Applications (no forms) should be returned within 10 days of the appearance of this advertisement. (4577/8) 134422

### DERBYSHIRE

LADY MANNERS SCHOOL
Bakewell, Derbyshire. DE4 1HA
(11 - 18 Mixed)
Voluntary Controlled co-educational Comprehensive School with 1560 on roll including 400 in Sixth Form. Situated in Peak District National Park.
Required for September 1982 Graduate Teacher of Geography at all levels including 'A' level and Social Studies to 'O' level and below.
For a single applicant this post can be arranged as an Assistant in the School's Residential Centre with additional allowances for the extra responsibilities involved. Accommodation is available from the Bursar.
Letters of application (no forms) to the Headmaster, curriculum vitae and the names and addresses of two referees. (4560/4) 134422

### DORSET

LYTCHETT MINSTER SCHOOL
Lytchett Minster, Poole
Required for September 1982 a teacher to teach PHYSICS to pupils of all ages and abilities in this co-educational comprehensive school of 1,200 pupils.
Application form and further details from the Headmaster. (4504/4) 134422

### ENFIELD

LONDON BOROUGH OF ENFIELD
SOUTHGATE TECHNICAL COLLEGE
Required from 1st September 1982
TEMPORARY LECTURER GRADE II to teach Biology.
For further information see under Colleges of Further Education Section. (3758?) 134422

### ESSEX

THE GREENSWARD SCHOOL
Greensward Lane, Hockley (Hockley 202571)
Tel: Southend 202571
Required in PHYSICS
(11 - 16 Co-educational comprehensive 11 - 18 sixth form)
Computer Studies welcomed. Good facilities available but newly qualified applicants willingly considered.
Apply directly to the Headmaster for application forms and further particulars (foolscap s.a.e. please).

THURSTABLE SCHOOL
Maypole Road, Canvey Island, Essex SS8 0EW
(Roll 1,150)
Tel: 0268 514526
ASSISTANT TEACHER IN PHYSICS to 'A' level
Physics to 'A' level, with some modular and common sense science. Vigorous and progressive department.
Apply by April 30th by letter with full curriculum vitae, referees to Headteacher (foolscap s.a.e. please).

MOULSHAM HIGH SCHOOL
Parkway, Chelmsford
Tel: Chelmsford 60101
TEMPORARY SCHOOLBOY
Scale 1
Required September, enthusiastic Scientist to teach Physics mainly in the Lower School; and Biology or part of a team of Technical Studies teachers. Would suit someone with an Engineering background.
Application forms and further details available from the Headteacher (foolscap s.a.e.).
Applications (no forms) should be returned within 10 days of the appearance of this advertisement. (4577/8) 134422

### CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE BROOKSBANK SCHOOL
Victoria Road, Elland, West Yorkshire
Required for 24 August 1982 a Teacher of BIOLOGY with Chemistry to 'O' level. Scale 1, with additional allowance for responsibility.
The School is a well established 11 - 18 mixed comprehensive with a sixth form of 350 pupils.
Application forms obtainable from and to be returned to the Headmaster (s.a.e. please). (4544/4) 134422

### BRADFORD

CITY OF BRADFORD
METROPOLITAN COUNCIL
THORNTON UPPER SCHOOL
Required for September 1982 a teacher in charge of Physics in the Physics Department. Useful experience to teach Physics to 'A' level required but applicants will also be required to teach Physics to 'O' level and Chemistry to 'O' level. Applicants would be expected to take part in the Combined Science course for 13 - 16 year olds.
Further details and application forms may be obtained from the Headmaster, Mr. M. Cole (Tel. 0274 812626) to whom completed forms should be returned within 10 days of the appearance of this advertisement. (3758?) 134420

### BRISTOL

COTHAM GRAMMAR SCHOOL
Cotham Lawn Road, Bristol BS6 5DY
Required from September 1982, a Teacher in charge of PHYSICS. Applicants should be graduates with a degree in Physics. Please write for further details. (3758?) 134420

### BUCKINGHAMSHIRE

COUNTY COUNCIL
JOHN COLET SCHOOL
Wheat Road, Wendover, Bucks.
Head Teacher G.W. Norwood
(Mixed 11 - 18)
HEAD OF CHEMISTRY
SCALE 3
Required September 1982 or as soon as possible thereafter.
Applications with personal details and names of referees to Headteacher.

Application forms obtainable from and to be returned to Headteacher (s.a.e. please). (4544/4) 134422

## THE TIMES EDUCATIONAL SUPPLEMENT 16.4.82

## SECONDARY SCIENCE

continued

### BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN
Beaconsfield
BURNHAM GRAMMAR
Burnham
Burnham Lane, Burnham. (Slough 604808)
Required September 1982, HEAD OF DEPARTMENT of CHEMISTRY. Nuffield courses are used throughout the Science work and Sixth form experience is desirable. A willingness to take responsibility for some curricular duties would be welcomed. Rosary Allowance. Scale 3 or 4 dependent on qualifications and experience.
Apply by letter with full curriculum vitae and the names and addresses of two referees. (4544G) 134422

### BUCKINGHAMSHIRE

BURTON KEYNES DIVISION
BURDALE SCHOOL
Burdale, Newport Pagnell, Bucks. (Tel. 612 613)
Mixed Comprehensive - (1,250 on roll)
Approximately 250 on roll in sixth
Required September 1982 Graduate Physicist to teach Physics to 'A' level and Chemistry to 'O' level. Applicants would be expected to take part in the Combined Science course for 13 - 16 year olds.
Further details and application forms may be obtained from the Headmaster, Mr. M. Cole (Tel. 0274 812626) to whom completed forms should be returned within 10 days of the appearance of this advertisement. (3758?) 134422

### CROYDON

LONDON BOROUGH OF CROYDON

ECCLESBOURNE GIRLS'
Ecclesbourne Road, Thornton Heath, Surrey CR4 7DB
Tel: 01-684 1167/8
Tenable: As soon as possible

Temporary teacher for General Science required in this newly opened 11 - 16 mixed comprehensive school. Short term appointment of the post is going to be advertised permanently.
Please telephone Education Department for further details 01-686 4455 ext. 8474.

Salary - Burnham Scale 1 with allowance for Inner London Area. (4616G) 134422

### CUMBRIA

COUNTY COUNCIL
VICTORIAN RC SCHOOL
Victoria Road, Barrow
(Voluntary aided mixed comprehensive 11 - 18 years. Roll 1,000 and 180 in sixth)
Required from September 1982 a Teacher of Physics to 'A' level teaching ability for suitable candidate.
Application forms and further details from the Headteacher (s.a.e.).
Applications (no forms) should be sent to the Headteacher together with full curriculum vitae and the names of two referees to be returned within 10 days of the appearance of this advertisement. (4544/4) 134422

### DERBYSHIRE

LADY MANNERS SCHOOL
Bakewell, Derbyshire. DE4 1HA
(11 - 18 Mixed)
Voluntary Controlled co-educational Comprehensive School with 1560 on roll including 400 in Sixth Form. Situated in Peak District National Park.
Required for September 1982 Graduate Teacher of Geography at all levels including 'A' level and Social Studies to 'O' level and below.
For a single applicant this post can be arranged as an Assistant in the School's Residential Centre with additional allowances for the extra responsibilities involved. Accommodation is available from the Bursar.
Letters of application (no forms) to the Headmaster, curriculum vitae and the names and addresses of two referees. (4560/4) 134422

### DORSET

LYTCHETT MINSTER SCHOOL
Lytchett Minster, Poole
Required for September 1982 a teacher to teach PHYSICS to pupils of all ages and abilities in this co-educational comprehensive school of 1,200 pupils.
Application form and further details from the Headmaster. (4504/4) 134422

### ENFIELD

LONDON BOROUGH OF ENFIELD
SOUTHGATE TECHNICAL COLLEGE
Required from 1st September 1982
TEMPORARY LECTURER GRADE II to teach Biology.
For further information see under Colleges of Further Education Section. (3758?) 134422

### ESSEX

THE GREENSWARD SCHOOL
Greensward Lane, Hockley (Hockley 202571)
Tel: Southend 202571
Required in PHYSICS
(11 - 16 Co-educational comprehensive 11 - 18 sixth form)
Computer Studies welcomed. Good facilities available but newly qualified applicants willingly considered.
Apply directly to the Headmaster for application forms and further particulars (foolscap s.a.e. please).

THURSTABLE SCHOOL
Maypole Road, Canvey Island, Essex SS8 0EW
(Roll 1,150)
Tel: 0268 514526
ASSISTANT TEACHER IN PHYSICS to 'A' level
Physics to 'A' level, with some modular and common sense science. Vigorous and progressive department.
Apply by April 30th by letter with full curriculum vitae, referees to Headteacher (foolscap s.a.e. please).

MOULSHAM HIGH SCHOOL
Parkway, Chelmsford
Tel: Chelmsford 60101
TEMPORARY SCHOOLBOY
Scale 1
Required September, enthusiastic Scientist to teach Physics mainly in the Lower School; and Biology or part of a team of Technical Studies teachers. Would suit someone with an Engineering background.
Application forms and further details available from the Headteacher (foolscap s.a.e.).
Applications (no forms) should be returned within 10 days of the appearance of this advertisement. (4577/8) 134422

### CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE BROOKSBANK SCHOOL
Victoria Road, Elland, West Yorkshire
Required for 24 August 1982 a Teacher of BIOLOGY with Chemistry to 'O' level. Scale 1, with additional allowance for responsibility.
The School is a well established 11 - 18 mixed comprehensive with a sixth form of 350 pupils.
Application forms obtainable from and to be returned to the Headmaster (s.a.e. please). (4544/4) 134422

### GLOUCESTERSHIRE

HIGHWOOD SCHOOL
Nailsworth
(11 - 16 Secondary Modern, 450)
Required from September, 1982 Teacher of Physics/Chemistry leading to 'O' level.
Application forms, Scale 3 or suitably qualified candidate, Scale 1.
Apply immediately by letter, giving brief details of teaching c.v. and naming two referees. Enclose S.A.E. (S/T/4?) 134420

### GUILDFORD

ROYAL GRAMMAR SCHOOL
(HMC Independent Day/Boarding 11+ - 18 Co-ed Sixth Form)
High Street, Guildford. GU1 3BB
Required in September 1982, a Teacher of Physics, both Physics and Mathematics throughout the age range and intuition. Oakridge School, which is run by the governors, which is running at present. Graduate in Engineering, Physics or Mathematics to join with extra-curricular activities. Rosary Allowance. Scale 3/4 dependent on qualifications and experience.
Application forms obtainable from and to be returned to the Headmaster (s.a.e. please). (4544/4) 134422

### GUILDFORD

ROYAL GRAMMAR SCHOOL
(HMC Independent Day/Boarding 11+ - 18 Co-ed Sixth Form)
High Street, Guildford. GU1 3BB
Required in September 1982, a Teacher of Physics, both Physics and Mathematics throughout the age range and intuition. Oakridge School, which is run by the governors, which is running at present. Graduate in Engineering, Physics or Mathematics to join with extra-curricular activities. Rosary Allowance. Scale 3/4 dependent on qualifications and experience.
Application forms obtainable from and to be returned to the Headmaster (s.a.e. please). (4544/4) 134422

### ESSEX

THE GREENSWARD SCHOOL
Greensward Lane, Hockley (Hockley 202571)
Tel: Southend 202571
Required in PHYSICS
(11 - 16 Co-educational comprehensive 11 - 18 sixth form)
Computer Studies welcomed. Good facilities available but

SECONDARY SCIENCE
continued

## Scale 1 Posts

**KENT**

COUNTY COUNCIL
Education Department
Maidstone Division
MAIDSTONE SCHOOL FOR GIRLS
This is an Upper School in a Kent two tier Secondary Scheme. There is a six-form entry of high ability at 13+ and a Sixth Form of 300.
Headmistress: Miss E. G. Blackburn, B.Sc(Econ).
An assistant teacher for Sociology is needed for September, 1982 though each subject is taught to both Ordinary and Advanced level with two teaching posts at each level. A candidate should be able to offer Economics as a second subject.
(45380) 135022

**KIRKLEES**

KIRKLEES METROPOLITAN COUNCIL
WHITCLIFFE MOUNT SCHOOL
Thunside Avenue, Cleckheaton, West Yorkshire BD19 3EW
13 - 19 1350 + 250 6th
SOCIAL STUDIES
Required for 31st August 1982 a teacher Scale 1 Social Sciences, preferably including Economics, suitable to teach up to 'O' level but also to teach some classes throughout the age and ability range.
The School which has use of a Physics Centre on the same site, is situated in a pleasant residential area within one mile of Junction 26 M62.
Letters of application, mentioning details of academic qualifications, experience of teaching, interests in out-of-school activities and the names and two professional referees should be sent as soon as possible to the Headmaster from whom further details may be obtained.
(45170) may be obtained. 135022

**LEICESTERSHIRE**

ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics.
In the Leicestershire plan for the organisation of secondary education
Upper 14 - 18
Roll 1330 (330 in 6th Form)
SOCIAL STUDIES
Scale 1
Required August, to join the team in the performing arts (dance, drama and music) to assist in the development of integrated and specialist courses across the 14 - 19 age range.
BEFORE APPLYING, write for details enclosing s.a.e. to the Principal.
(45332) 135922

**LONDON**

URSULINE CONVENT
15 The Grove, Wimbledon, London SW20 0UH
Girls Comprehensive High School, 13 - 18, 650 on roll.
Required September: teacher of French, Spanish and Drama to 'A' and 'O' level. Emphasis is placed on sports throughout the school.
Ability to teach Economics to 'O'/C.S.E. Level essential. Temporary post in first instance.
Please apply to the Headmistress with testimonials and s.a.e. for acknowledgment, giving the names and addresses of two referees.
(37168) 135222

## Technical Studies

## Heads of Department

**GLOUCESTERSHIRE**

HIGHWOOD SCHOOL
Nailsworth
Mixed Secondary Modern, roll 500)
Required from September: Scale 3 teacher of WOODWORK AND METALWORK to take responsibility for all the practical work in the school. Each well-equipped room has been newly built or recently adapted. There is scope for development and there is little widely experienced candidate is sought.
Apply immediately by letter to the Headmaster enclosing c.v. and naming two referees to close s.a.e. (37738) 135418

**HAVERING**

LONDON BOROUGH OF HAVERING
ABBS COSS SCHOOL
(Roll 980 Co. Ed)
Abbs Cross Lane, Hornchurch, Essex
Tel: Hornchurch 43044.
Headteacher: J. Powney, M.A.
HEAD OF TECHNOLOGY - Scale 4
required September 1982. A well qualified and experienced teacher is sought for this post to develop design and technology within the Technical Studies department. Ability to teach Electronics is required.
Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date 14 days after the appearance of this advertisement. (45851) 135418

**OXFORDSHIRE**

COUNTY COUNCIL
JOHN MASON SCHOOL
Wootton Road, Abingdon.
Mixed, 11 - 18 (Comprehensive), roll 1070
Required for September 1982, a Head of Faculty of CRAFT, DESIGN and TECHNOLOGY (Scale 4), initially to be responsible for the teaching of Metalwork and Engineering and to co-ordinate Woodwork, Graphics and Crafts teachers in the further subjects offered: Woodwork, Metalwork, Engineering and to co-ordinate Woodwork, Dress, Home Economics and Needlework.
The school is a co-educational comprehensive mixed ability school with 200 pupils per year between the ages of 11 and 16.
Application forms and further details obtainable (on receipt of s.a.e.) from the Headteacher to whom completed forms should be returned by 30 April 1982.
(45561) 135420

**DORSET**

Lytchett Minster School
Lytchett Minster, Near Poole
Required September 1982, Head of Technical Studies (Scale 3) for this coeducational comprehensive school of 930 pupils, 11 - 18 years. Lytchett Minster provides an opportunity for continued development in a school committed to modern investigatory and problem-solving methods in the field.
Letter of application and curriculum vitae to the Headmaster, Bishop Wordsworth's School, Salisbury.
CLOSING DATE: 30th April.
Further information may be obtained (s.a.e. please).
(37703) 135418

## Scale 2 Posts and above

**CALDERDALE**

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
CENTRAL SCHOOL
Hallinson Road, Halifax HX1 4NG
Required for 24 August 1982 a Teacher of WOODWORK and CRAFT, DESIGN and TECHNOLOGY to take up the post of Head of Department (Scale 3). The school (11 - 18 Traditional) Craft courses are offered to 'O' level standard and to examine those areas as well as design courses. The school is a co-educational secondary modern school with 400 pupils on roll between the ages of 11 and 16.
Application forms and further details obtainable (on receipt of s.a.e. please) from the Headteacher to whom completed forms should be returned by 30 April 1982.
(45561) 135420

**DORSET**

LYTCHETT MINSTER SCHOOL
Lytchett Minster, Near Poole
Required September 1982, Head of Technical Studies (Scale 3) for this coeducational comprehensive school of 930 pupils, 11 - 18 years. Lytchett Minster provides an opportunity for continued development in a school committed to modern investigatory and problem-solving methods in the field.
Letter of application and curriculum vitae to the Headmaster, Bishop Wordsworth's School, Salisbury.
CLOSING DATE: 30th April.
Further information may be obtained (s.a.e. please).
(37703) 135418

**ENFIELD**

LONDON BOROUGH OF ENFIELD
KINGSMEAD SCHOOL
Southbury Road, Enfield, Middlesex
Required as soon as possible, an enthusiastic teacher to join an Craft Design and Technology Department.
For further information see under Secondary Appointments, part of Design Scale 2 posts. (45489) 135480

**KENT**

COUNTY COUNCIL
Education Department
Thanet Division
CHATSWORTH COUNTY SECONDARY SCHOOL
Ramsgate Road, Margate
Roll 870 (11 - 18)
Required September 1982 a teacher of Craft, Design and Technology to teach Metalwork and Engineering to 'O' level and CSE. Mode 3 and to assist in the teaching of Woodwork. Candidates should be able to teach Mathematics and Science to CSE level.
Application forms and further details available from the Head; teachers on receipt of a stamped, addressed envelope.
Closing date 30th April 1982.
(37818) 135418

**WILTSHIRE**

BISHOP WORDSWORTH'S SCHOOL
Salisbury
HEAD OF DESIGN AND TECHNOLOGY (Burnham Scale 3) required for 1st September 1982 at this well-established boys' comprehensive school (800 on roll, over 200 sixth form). The post provides an opportunity for continued development in a school committed to modern investigatory and problem-solving methods in the field.
Letter of application and curriculum vitae to the Headmaster, Bishop Wordsworth's School, Salisbury.
CLOSING DATE: 30th April.
Further information may be obtained (s.a.e. please).
(37703) 135418

## Scale 2 Posts and above

**CALDERDALE**

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
CENTRAL SCHOOL
Hallinson Road, Halifax HX1 4NG
Required for 24 August 1982 a Teacher of WOODWORK and CRAFT, DESIGN and TECHNOLOGY to take up the post of Head of Department (Scale 3). The school (11 - 18 Traditional) Craft courses are offered to 'O' level standard and to examine those areas as well as design courses. The school is a co-educational secondary modern school with 400 pupils on roll between the ages of 11 and 16.
Application forms and further details obtainable (on receipt of s.a.e. please) from the Headteacher to whom completed forms should be returned by 30 April 1982.
(45561) 135420

**DORSET**

LYTCHETT MINSTER SCHOOL
Lytchett Minster, Near Poole
Required September 1982, Head of Technical Studies (Scale 3) for this coeducational comprehensive school of 930 pupils, 11 - 18 years. Lytchett Minster provides an opportunity for continued development in a school committed to modern investigatory and problem-solving methods in the field.
Letter of application and curriculum vitae to the Headmaster, Bishop Wordsworth's School, Salisbury.
CLOSING DATE: 30th April.
Further information may be obtained (s.a.e. please).
(37703) 135418

**ENFIELD**

LONDON BOROUGH OF ENFIELD
KINGSMEAD SCHOOL
Southbury Road, Enfield, Middlesex
Required as soon as possible, an enthusiastic teacher to join an Craft Design and Technology Department.
For further information see under Secondary Appointments, part of Design Scale 2 posts. (45489)

**KENT**

COUNTY COUNCIL
Education Department
Thanet Division
CHATSWORTH COUNTY SECONDARY SCHOOL
Ramsgate Road, Margate
Roll 870 (11 - 18)
Required September 1982 a teacher of Craft, Design and Technology to teach Metalwork and Engineering to 'O' level and CSE. Mode 3 and to assist in the teaching of Woodwork. Candidates should be able to teach Mathematics and Science to CSE level.
Application forms and further details available from the Head; teachers on receipt of a stamped, addressed envelope.
Closing date 30th April 1982.
(37818) 135418

**CUMBRIA**

COUNTY COUNCIL
THE NEWMAN RC SCHOOL
Victoria Place, Carlisle
Temporary skilled hitherto responsible, 11 - 18 years, 680 on roll, opened 1982
Required from September 1982 a Teacher Scale 2 (preferably qualified in Metalwork, Woodwork and C.D.T. development).
Application forms and further details from the Head to whom completed forms should be returned by 27th April, 1982. (45379) 135422

**EAST SUSSEX**

COUNTY COUNCIL
HAILSHAM SCHOOL
Battle Road, Hailsham, East Sussex BN27 1DT
(Mixed Comprehensive (11 - 18) 1500 on roll)
Required September, Technical Drawing Teacher, Scale 1). Graduate or equivalent in some craft block. Relocation grants available in appropriate cases.
Further details and application forms (S.A.E. please) from the Headmaster. (45012) 135422

END 133420 EAST SUSSEX

**EAST SUSSEX**

COUNTY COUNCIL
HAILSHAM SCHOOL
Battle Road, Hailsham, East Sussex, BN27 1DT
(Mixed Comprehensive (11 - 18) 1500 on roll)
Wanted September Mathematics Teacher. A scale 2 allowance is available for any candidate able to offer computer studies.
Relocation grants available in appropriate cases.
Further details and application forms (S.A.E. please) from the Headmaster. (45012) 133420

**EAST SUSSEX**

COUNTY COUNCIL
HELLINGLY SCHOOL
The Ridge, Hastings TN34 1QX
(11 - 18 Girls Comprehensive, 1230 on roll, 200 in sixth form)
Required September 1982 Scale 1 Teacher of Craft, Design Technology to join a new expanding department which has received County and National recognition for its approach to C.D.T. Scale 2).
Relocation grant available in approved cases.
Application forms and further details from Headmaster (s.a.e. please). (37695) 135420

**ESSEX**

WESTCLIFF HIGH SCHOOL FOR GIRLS
(Roll 840)
Hamlet Court Gardens, Westcliff-on-Sea
Tel: Southend 78443
TECHNICAL STUDIES
Required September, Teacher to help introduce and develop Craft Design and Technology in girl's selective school. Newly equipped workshop. Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please) (45461) 135422

**ISLE OF MAN**

BOARD OF EDUCATION
ROYAL GRAMMAR SCHOOL
Co-educational Comprehensive (11 - 18)
Required for September 1982, Teacher of Technical Subjects, this is a permanent appointment and full power will be given for the Department.
Application forms and further details can be obtained from the Headmaster, Douglas High School, Douglas, Isle of Man to whom completed forms should be returned by 7th May, 1982. 135422

**LEICESTERSHIRE**

GROBY COMMUNITY COLLEGE
Ratby Road, Groby, Leicester
In the Leicestershire plan for the organisation of secondary education.
Upper 14 - 18
Roll 807
DESIGN AND TECHNOLOGY
SCALE 1
Required August, to join teaching team of 4 in new and expanding department which has received County and National recognition for its approach to C.D.T. Scale 2).
Application forms and further details available from the Headmaster (s.a.e. please) to whom they should be returned by the 30th April, 1982.
MELWAY DIVISION
BRADFIELD GREEN COMMUNITY SCHOOL
Balcar Road, Bradfield Green
Teacher required from September 1982 for a Scale 2 post for WOODWORK and Wood-Work is taught throughout all years of the school, culminating in CSE and 'O' level examinations.
Applications by letter with full details of names and addresses of two referees to the Headmaster. (45871)

## Scale 1 Posts

**KENT**

COUNTY COUNCIL
Education Department
Thanet Division
CHATSWORTH COUNTY SECONDARY SCHOOL
Ramsgate Road, Margate
Roll 870 (11 - 18)
Required September 1982 a teacher of Craft, Design and Technology to teach Metalwork and Engineering to 'O' level and CSE. Mode 3 and to assist in the teaching of Woodwork. Candidates should be able to teach Mathematics and Science to CSE level.
Application forms and further details available from the Head; teachers on receipt of a stamped, addressed envelope.
Closing date 30th April 1982.
(37818) 135418

**CUMBRIA**

COUNTY COUNCIL
THE NEWMAN RC SCHOOL
Victoria Place, Carlisle
Temporary skilled hitherto responsible, 11 - 18 years, 680 on roll, opened 1982
Required from September 1982 a Teacher Scale 1 (preferably qualified in Metalwork, Woodwork and C.D.T. development).
Application forms and further details from the Head to whom completed forms should be returned by 27th April, 1982. (45379) 135422

**EAST SUSSEX**

COUNTY COUNCIL
HAILSHAM SCHOOL
Battle Road, Hailsham, East Sussex BN27 1DT
(Mixed Comprehensive (11 - 18) 1500 on roll)
Wanted September Mathematics Teacher. A scale 2 allowance is available for any candidate able to offer computer studies.
Relocation grants available in appropriate cases.
Further details and application forms (S.A.E. please) from the Headmaster. (45012) 133420

**EAST SUSSEX**

COUNTY COUNCIL
HELLINGLY SCHOOL
The Ridge, Hastings TN34 1QX
(11 - 18 Girls Comprehensive, 1230 on roll, 200 in sixth form)
Required September 1982 Scale 1 Teacher of Craft, Design Technology to join a new expanding department which has received County and National recognition for its approach to C.D.T. Scale 2).
Relocation grant available in approved cases.
Application forms and further details from Headmaster (s.a.e. please). (37695) 135420

**ESSEX**

WESTCLIFF HIGH SCHOOL FOR GIRLS
(Roll 840)
Hamlet Court Gardens, Westcliff-on-Sea
Tel: Southend 78443
TECHNICAL STUDIES
Required September, Teacher to help introduce and develop Craft Design and Technology in girl's selective school. Newly equipped workshop. Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please) (45461) 135422

**ISLE OF MAN**

BOARD OF EDUCATION
ROYAL GRAMMAR SCHOOL
Co-educational Comprehensive (11 - 18)
Required for September 1982, Teacher of Technical Subjects, this is a permanent appointment and full power will be given for the Department.
Application forms and further details can be obtained from the Headmaster, Douglas High School, Douglas, Isle of Man to whom completed forms should be returned by 7th May, 1982. 135422

**LEICESTERSHIRE**

GROBY COMMUNITY COLLEGE
Ratby Road, Groby, Leicester
In the Leicestershire plan for the organisation of secondary education.
Upper 14 - 18
Roll 807
DESIGN AND TECHNOLOGY
SCALE 1
Required August, to join teaching team of 4 in new and expanding department which has received County and National recognition for its approach to C.D.T. Scale 2).
Application forms and further details available from the Headmaster (s.a.e. please) to whom they should be returned by the 30th April, 1982.
MELWAY DIVISION
BRADFIELD GREEN COMMUNITY SCHOOL
Balcar Road, Bradfield Green
Teacher required from September 1982 for a Scale 2 post for WOODWORK and Wood-Work is taught throughout all years of the school, culminating in CSE and 'O' level examinations. Applications by letter with full details of names and addresses of two referees to the Headmaster. (45871)

**WALTHAM FOREST**

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CARDINAL WISEMAN CATHOLIC HIGH SCHOOL
Shernhall Street, London E17 3EY
REQUIRED FOR SEPTEMBER 1982
TEACHER OF TECHNICAL STUDIES SCALE 1/2 required to join a new, expanding and progressive School for young men (11 - 18 years, 1,000 on roll).
For more details see our ad. under Secondary Technical in this issue. (45490) 135490

**WALTHAM FOREST**

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SILVERSMITH SCHOOL
Silverdale, London E11 4QP
Required September 1982, Scale 3 teacher of WOODWORK AND METALWORK to take responsibility for all the practical work in the school. Each well-equipped room has been newly built or recently adapted. There is scope for development and there is little widely experienced candidate is sought.
Apply immediately by letter to the Headmaster enclosing c.v. and naming two referees to close s.a.e. (37738) 135418

**WALTHAM FOREST**

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CARDINAL WISEMAN CATHOLIC HIGH SCHOOL
Shernhall Street, London E17 3EY
REQUIRED FOR SEPTEMBER 1982
TEACHER OF TECHNICAL STUDIES SCALE 1/2 required to join a new, expanding and progressive School for young men (11 - 18 years, 1,000 on roll).
For more details see our ad. under Secondary Technical in this issue. (45490) 135490

**WILTSHIRE**

WOOTTON BASSETT SCHOOL
Elms Kiln, Wootton Bassett, Wilts SN4 7BX
(Mixed comprehensive 11 - 18 (1500 on roll))
Required September 1982, Scale 1 teacher of Technical Drawing with Mathematics and Science to teach in boy's selective school. Newly equipped workshop. Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).
Closing date 30th April, 1982.

**ROTHERHAM**

METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
ECKERSLEY SCHOOL
(11 - 16 Mixed Comprehensive)
COMPREHENSIVE SCHOOL (11 - 18 Mixed Comprehensive)
Required for September, 1982 - Teacher of Craft, Design and Technology (Scale 2) to take up the post of Head of Department (Scale 3). The post is for Craft, Design and Technology (Traditional) Craft courses are offered to 'O' level standard and to examine those areas as well as design courses. The school is a co-educational secondary modern school with 400 pupils on roll between the ages of 11 and 16.
Application forms and further details obtainable (on receipt of s.a.e. please) from the Headteacher to whom completed forms should be returned by 30 April 1982.
(45561) 135420

**WALTHAM FOREST**

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CARDINAL WISEMAN CATHOLIC HIGH SCHOOL
Shernhall Street, London E17 3EY
REQUIRED FOR SEPTEMBER 1982
TEACHER OF TECHNICAL STUDIES SCALE 1/2 required to join a new, expanding and progressive School for young men (11 - 18 years, 1,000 on roll).
For more details see our ad. under Secondary Technical in this issue. (45490) 135490

**WILTSHIRE**

WOOTTON BASSETT SCHOOL
Elms Kiln, Wootton Bassett, Wilts SN4 7BX
(Mixed comprehensive 11 - 18 (1500 on roll))
Required September 1982, Scale 1 teacher of Technical Drawing with Mathematics and Science to teach in boy's selective school. Newly equipped workshop. Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).
Closing date 30th April, 1982.

**ROTHERHAM**

METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
ECKERSLEY SCHOOL
(11 - 16 Mixed Comprehensive)
COMPREHENSIVE SCHOOL (11 - 18 Mixed Comprehensive)
Required for September, 1982 - Teacher of Craft, Design and Technology (Scale 2) to take up the post of Head of Department (Scale 3). The post is for Craft, Design and Technology (Traditional) Craft courses are offered to 'O' level standard and to examine those areas as well as design courses. The school is a co-educational secondary modern school with 400 pupils on roll between the ages of 11 and 16.
Application forms and further details obtainable (on receipt of s.a.e. please) from the Headteacher to whom completed forms should be returned by 30 April 1982.
(45561) 135420

**WALTHAM FOREST**

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CARDINAL WISEMAN CATHOLIC HIGH SCHOOL
Shernhall Street, London E17 3EY
REQUIRED FOR SEPTEMBER 1982
TEACHER OF TECHNICAL STUDIES SCALE 1/2 required to join a new, expanding and progressive School for young men (11 - 18 years, 1,000 on roll).
For more details see our ad. under Secondary Technical in this issue. (45490) 135490

**WILTSHIRE**

WOOTTON BASSETT SCHOOL
Elms Kiln, Wootton Bassett, Wilts SN4 7BX
(Mixed comprehensive 11 - 18 (1500 on roll))
Required September 1982, Scale 1 teacher of Technical Drawing with Mathematics and Science to teach in boy's selective school. Newly equipped workshop. Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).
Closing date 30th April, 1982.

**CROYDON**

LONDON BOROUGH OF CROYDON
SELHURST BOYS' HIGH
The Crescent
CR0 2LH Croydon
Tel: 01 689 0931/4
Founder: 1882 September 1982
Required to fill vacancy left by teacher who is to teach Woodwork and Craft, Design and Technology to G.C.E. 'O' and CSE level and Mode 3 in this 11 - 18 comprehensive school. Experienced applicant will be given his own workshop. Scale 2 allowance could be made available to an inexperienced applicant.
Applications are welcomed from teachers qualified this year.
Salary - Burnham Scale 1 or 2 as above with London Area Allowance.
Please send S.A.E. for application form to the Head Teacher at the address as soon as possible. (45181) 135422

## REQUIRED FOR THE AUTUMN TERM, 1982

**COLLEGES**

ORRELL: ST JOHN RIGBY R.C. SIXTH FORM COLLEGE
Gathurst Road, Orrell, Wigan WN5 0LJ
(16+)
PRINCIPAL Group 12
VICE PRINCIPAL Group 12

WINSTANLEY COLLEGE
Winstanley Road, Orrell, Wigan WN5 7XF
(16 - 19 Mixed)
HEAD OF MATHEMATICS Scale 4
ENGLISH DRAMA Scale 1
CHEMISTRY with BIOLOGY Scale 1
MATHEMATICS Scale 1 (2 posts available)
HOME ECONOMICS Scale 1
GEOLOGY with GEOGRAPHY Scale 1
MATHEMATICS Scale 1 (with ability to teach to A & Flevel. Familiarity with statistics and computing would be advantageous.

**SECONDARY SCHOOLS**

ATHERTON; HESKETH FLETCHER C.E. HIGH SCHOOL
Hamilton Street, Atherton M29 0AY
(11 - 16 Mixed Comprehensive)
HEAD OF RELIGIOUS EDUCATION Scale 3

HINDLEY; PARK HIGH SCHOOL
Park Road, Hindley, Wigan WN2 3RY
(11 - 16 Mixed Comprehensive)
COMPUTER STUDIES Scale 1

HINDLEY; CARDINAL NEWMAN R.C. HIGH SCHOOL
Darby Lane, Hindley, Wigan WN2 3QH
(11 - 16 Mixed Comprehensive)
MATHEMATICS Scale 1

HINDLEY; MORNINGTON HIGH SCHOOL
Mornington Road, Hindley, Wigan WN2 4LQ
(11 - 16 Mixed Comprehensive)
MUSIC Scale 1

INCE-IN-MAKERFIELD; ROSE BRIDGE COUNTY HIGH SCHOOL
Holt Street, Ince, Wigan WN1 3HD
(11 - 16 Mixed Comprehensive)
HEAD OF DRAMA Scale 2
GENERAL SUBJECTS in years one and two Scale 1

LEIGH; ST MARY'S R.C. HIGH SCHOOL
Manchester Road, Astley, Tyldesley M29 7EE
(11 - 16 Mixed Comprehensive)
SCIENCE/TECHNICAL Scale 2
Graduate in Physics/ Engineering
HOME ECONOMICS Scale 1 with ability to teach to C.S.E., O and A level
MATHEMATICS Scale 1
R.E. Scale 1

LEIGH; BEDFORD HIGH SCHOOL
Manchester Road, Leigh WN7 2LY
(11 - 16 Mixed Comprehensive)
CRAFT DESIGN TECHNOLOGY Scale 1
(2 posts available)
MATHEMATICS Scale 1

LOWTON HIGH SCHOOL
Newton Road, Lowton, Warrington WA3 1DU
(11 - 16 Mixed Comprehensive)
MATHEMATICS Scale 1

ORRELL; ABRAHAM GUEST HIGH SCHOOL
Orrell Mount, Wigan WN5 0LJ
(11 - 16 Mixed Comprehensive)
HEAD OF HISTORY Scale 2

ORRELL; ST PETER'S R.C. HIGH SCHOOL
Howard Lane, Orrell Post, Wigan WN5 8NU
(11 - 16 Mixed Comprehensive)
FRENCH Scale 1

STANDISH HIGH SCHOOL
Kenyon Road, Standish, Wigan WN6 0NX
(11 - 16 Mixed Comprehensive)
BUSINESS STUDIES with MATHEMATICS Scale 1
MATHEMATICS Scale 1
ENGLISH Scale 1
FRENCH Scale 1

SHEVINGTON HIGH SCHOOL
Shevington Lane, Shevington, Wigan WN6 8AB
FRENCH Scale 1

TYLDESLEY; FRED LONGWORTH HIGH SCHOOL
Printshop Lane, Tyldesley, M29 8JN
(11 - 16 Mixed Comprehensive)
CRAFT DESIGN TECHNOLOGY Scale 1
MATHEMATICS Scale 1 (2 posts available)
HEAD OF REMEDIAL Scale 4

WIGAN; DEANERY C.E. HIGH SCHOOL
Frog Lane, Wigan WN1 1HQ
(13 - 18 Mixed Comprehensive)
CHEMISTRY/BIOLOGY Scale 1
GEOGRAPHY/ECONOMICS Scale 1
MATHEMATICS Scale 1 (2 posts available)
TECHNICAL DRAWING Scale 1

WIGAN; MESNES HIGH SCHOOL
Parson's Walk, Wigan WN1 1RT
(13 - 18 Mixed Comprehensive)
HOME ECONOMICS Scale 1

WIGAN; WHITLEY HIGH SCHOOL
Whitley Crescent, Wigan WN1 2QF
(13 - 18 Mixed Comprehensive)
CHEMISTRY and PHYSICS Scale 1
with ability to teach to 'A' level.

WIGAN; ST JOHN FISHER R.C. HIGH SCHOOL
Baytree Road, Spring Field, Wigan WN6 7RN
(11 - 16 Mixed Comprehensive)
ART Scale 2
SECOND MASTER/MISTRESS Group 10

WIGAN; ST THOMAS MORE R.C. HIGH SCHOOL
Wood Street, Newtown, Wigan WN5 0UG
(11 - 16 Mixed Comprehensive)
HEAD OF DESIGN FACULTY Scale 4
HEAD OF HUMANITIES Scale 4 (Historian preferred)
G.E.D. Scale 2
RENEDIAL Scale 1
HEAD OF MUSIC Scale 3
HEAD OF CAREERS Scale 3

WIGAN; HAWKLEY HALL MIDDLE SCHOOL
Carr Lane, Hawkley Hall, Wigan WN3 5RP
(10 - 13 Mixed Comprehensive)
DRAMA/ENGLISH Scale 2
REMEDIAL Scale 2
HANDICRAFT (WOODWORK) Scale 2
FRENCH Scale 1

WIGAN; MARIUS BRIDGE MIDDLE SCHOOL
Kelvin Grove, Marus Bridge, Wigan WN3 6SP
(10 - 13 Mixed Comprehensive)
MUSIC SCALE 1

**PRIMARY SCHOOLS**

WIGAN; SACRED HEART R.C. J&I SCHOOL
Thrpallenast Avenue, Wigan WN6 7AS
HEADTEACHER Group 5
Application forms and further particulars available from and returnable to the Director of Education, Education Department, Gateways House, Standishgate, Wigan WN1 1XL. Closing date, 30th April, 1982. Ref. A18

**SPECIAL SCHOOLS**

WIGAN; HOPE SPECIAL SCHOOL
Scot Lane, Newton, Wigan WN6 0PN
For SPECIAL CARE Department Scale 1
Unless otherwise stated application forms and further particulars available from and returnable to the Headteacher at the School or College (S.A.E. please). Closing date 30th April, 1982. Ref. A16.

WIGAN Metropolitan Borough



SECONDARY TECHNICAL STUDIES
continued

**STAFFORDSHIRE**

EDUCATION COMMITTEE
CLAYTHORPE SCHOOL
COMPREHENSIVE SCHOOL
Mount Pleasant Road, Burton-on-Trent
Required for September, 1982 for this new and unique school:
Teacher of Technical Studies to take up duties in September, which opened in September 1981 as part of the Craft, Design and Technology Development Project.
Application forms obtainable from the Headteacher (s.a.e.) and returnable to the Director of Education, Riverside, Stafford ST16 2LG. Closing date 30th April, 1982.

**STAFFORDSHIRE**

EDUCATION COMMITTEE
BLAKELEY HIGH SCHOOL
Lea Road, Great Wyrley, Walsall WS6 6LQ
Required for September, 1982 to this 13 - 18 High School in this mining village, Teacher of Technical Studies (Craft) qualified CRAFT STUDIES (Scale 1). Design courses will subsidised by extensive mining workshops.
Application forms obtainable from and returnable to the Headteacher.
All applicants are asked to note that this is the County Council's view that it is desirable for all applicants to be members of an appropriate Trade Union. (45456) 135422

**WALTHAM FOREST**

LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and Stansted Airport. Lea Valley London Addition to salary payable.
SILVERSMITH SCHOOL
Silverdale, London E11 4QP
REQUIRED FOR SEPTEMBER 1982
HEAD OF DEPARTMENT SCALE 3
Required in this Comprehensive School for pupils aged 11 - 18 years (850 on roll).
We are seeking to appoint an enthusiastic teacher to take charge of the Technical Studies. Good facilities available.

**WALSALL**

METROPOLITAN BOROUGH OF WALSALL
QUEEN MARY'S HIGH SCHOOL
Queen Mary's Grove, Walsall WS1 3JE
Required for September 1982 a Teacher of Technical Studies, Scale 2 for the post of Head of Craft, Design and Technology. Applicants should be able to teach Mathematics and Science to 'O' level and CSE. Mode 3 and to assist in the teaching of Woodwork. Candidates should be able to teach Mathematics and Science to CSE level.
Application forms and further details available from the Head; teachers on receipt of a stamped, addressed envelope.
Closing date 30th April 1982.
(37818) 135418

## Scale 2 Posts and above

**OLDHAM**

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
OUR LADY'S RC SCHOOL
Mountain Street, Royton, Oldham
Required for September 1982 at this mixed comprehensive school of about 780 pupils, SCALE 2 for experienced teacher at LOWER SCHOOL TUTOR.
The appointee will be a member of the pastoral management team in all matters concerning pupils in the lower school. Please indicate academic subjects offered.
Send s.a.e. for application form to the Head at the school, returnable to him by 30th April. (45200) 135620

**STAFFORDSHIRE**

EDUCATION COMMITTEE
BLAKELEY HIGH SCHOOL
Lea Road, Great Wyrley, Walsall WS6 6LQ
Required for September, 1982 to this 13 - 18 High School in this mining village, Teacher of Technical Studies (Craft) qualified CRAFT STUDIES (Scale 2). Design courses will subsidised by extensive mining workshops.
Application forms obtainable from and returnable to the Headteacher.
All applicants are asked to note that this is the County Council's view that it is desirable for all applicants to be members of an appropriate Trade Union. (45456) 135422

## Scale 1 Posts

**BRADFORD**

CITY OF BRADFORD METROPOLITAN COUNCIL
BELLE VUE GIRLS SCHOOL
Thornton Road, Bradford BD8 9AT
Roll on 12th September 1982, 1,000 (11 - 16 Sixth Form)
Required for September 1982, temporary teacher of Drama and Art Scale 1 for one year, to secondment. The school has excellent equipped Music and Theatre Workshop areas.
Application forms and further details may be obtained (s.a.e. please) from the Headteacher, Belle Vue Girls School, Thorpe Lane, Bingley Road, Bradford BD9 6NA, to whom completed forms should be returned by 15th April, 1982.
Reference ET 18382/TES.
Bradford is an Equal Opportunity Employer.
(45913) 135622

**CUMBRIA**

COUNTY COUNCIL
BARROW-IN-FURNESS
Rating Lane, Barrow-in-Furness LA14 5EE
(11 - 19 years County, purpose-built 1980, 450 on roll), opened in 1979)
Required from September 1982: TEACHER OF SOCIOLOGY Scale 1 to teach the subject to 'O' and 'A' level and to act as course tutor for the new City and Guilds course. The successful post may be available for suitable applicant.
MATHEMATICS GRADUATE Scale 1 to teach Mathematics and 'Mathematics with Statistics' to 'O' and 'A' level.
Further details of these posts can be obtained from the Secretary to the College to whom letters of application, together with full curriculum vitae and names and addresses of two referees should be sent by 30th April, 1982. (45448) 135622

**ISLE OF MAN**

BOARD OF EDUCATION
ROYAL GRAMMAR SCHOOL
Co-educational Comprehensive (11 - 18 500 on roll)
Required September, 1982 - Teacher of French/English (Scale 1 or Scale 2 according to qualifications and experience).
Application forms obtainable from the Headmaster (s.a.e.) and returnable to the Director of Education, Douglas, Isle of Man to whom completed forms should be returned by 7th May, 1982. 135422

**KENT**

COUNTY COUNCIL
EDUCATION DEPARTMENT
Invicta Division
ROCHESTER - Warwick Park Secondary School
Required for September 1982 a part time (0.5) teacher of Craft, Design and Technology to teach Mathematics and Science to CSE level.
Application forms and further details available from the Head; teachers on receipt of a stamped, addressed envelope.
Closing date 30th April 1982.
(37856) 135424

## Other than by Subject Classification

## Heads of Department

**CUMBRIA**

ST BENEDICT'S RC HIGH SCHOOL
Lot Lonning, Hensingham, Whitehaven
(Mixed voluntary aided 1,170 on roll) (11 - 16 years, 178 on roll)
Required from September 1982 is this developing new school to be in overall practice to be in charge of the Sixth Form in the school's first year. A suitably qualified teacher to be appointed to the post, which is a challenging one, will be expected to contribute to the successful development.
Comprehensive letters of application, giving the names of two referees to be received not later than 14 days after the appearance of this advertisement, should be sent to the Headteacher.
Further particulars available on request to the Headteacher. (45488) 135618

**WALSALL**

METROPOLITAN BOROUGH OF WALSALL
QUEEN MARY'S HIGH SCHOOL
Queen Mary's Grove, Walsall WS1 3JE
Required for September 1982 a Teacher of Technical Studies, Scale 3 for the post of Head of Craft, Design and Technology. Applicants should be able to teach Mathematics and Science to 'O' level and CSE. Mode 3 and to assist in the teaching of Woodwork. Candidates should be able to teach Mathematics and Science to CSE level.
Application forms and further details available from the Head; teachers on receipt of a stamped, addressed envelope.
Closing date 30th April 1982.
(37818) 135418

**NORFOLK**

LITCRAM HIGH SCHOOL
Church Street, Litcham, King's Lynn.
Roll: 440 mixed 11 - 16 years
Scale 1 Teacher - Craft, Design and Technology
Required for September 1982 New workshop facilities available.
Application forms and further particulars (s.a.e. please) available from the Headmaster.
Closing date: 30th April, 1982. (37705) 135428

**WILTSHIRE**

WOOTTON BASSETT SCHOOL
Elms Kiln, Wootton Bassett, Wilts SN4 7BX
(Mixed comprehensive 11 - 18 (1500 on roll))
Required September 1982, Scale 1 teacher of Technical Drawing with Mathematics and Science to teach in boy's selective school. Newly equipped workshop. Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).
Closing date 30th April, 1982.

## Scale 2 Posts and above

**OLDHAM**

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
OUR LADY'S RC SCHOOL
Mountain Street, Royton, Oldham
Required for September 1982 at this mixed comprehensive school of about 780 pupils, SCALE 2 for experienced teacher as LOWER SCHOOL TUTOR.
The appointee will be a member of the pastoral management team in all matters concerning pupils in the lower school. Please indicate academic subjects offered.
Send s.a.e. for application form to the Head at the school, returnable to him by 30th April. (45200) 135620

## Scale 1 Posts

**BRADFORD**

CITY OF BRADFORD METROPOLITAN COUNCIL
BELLE VUE GIRLS SCHOOL
Thornton Road, Bradford BD8 9AT
Roll on 12th September 1982, 1,000 (11 - 16 Sixth Form)
Required for September 1982, tempor

**SPECIAL EDUCATION**
continued

**OLDHAM**

METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
PARK DEAN SCHOOL
St Martin's Road, Oldham
Required for September 1982, SENIOR HEAD for this Group 2 (B) day special school for secondary age physically handicapped children, with facilities for the education of visually handicapped and profoundly deaf pupils.
An experienced and enthusiastic teacher is required, to take a full part in the administration and planning of the school. The post demands an awareness of technological innovations and the needs of multiply-handicapped pupils and knowledge of recent trends in curriculum development. An ability to teach 'O' Level or Mathematics to 'O' Level is desirable. A further qualification in Special Education would be an advantage.
Send for application form to the Director of Education, Personal Services Department, Civic Centre, Oldham by 30th April 1982. (46216) 160012

**THE MULBERRY BUSH SCHOOL**
Principal: Christopher Reeves M.A., Ph.D.
The Mulberry Bush School is a non-maintained residential school attended by 36 severely disturbed primary aged children of at least average intelligence. The aim of the school is to provide a therapeutic milieu in which failures in early childhood provision can be made good in the context of psychodynamic principles developed by Donald Winnicott and Barbara Dockar-Drysdale, with concurrent attention paid to the child's developmental and educational needs. The school is currently reviewing its total educational provision and in addition to the post here being advertised it is intended to appoint a part-time Educational Consultant.

**ASSISTANT PRINCIPAL**
For this senior post of general responsibility within the school we require a Teacher or Educational Psychologist with considerable knowledge and experience of the teaching of maladjusted children.
The successful candidate will be expected to take a class group of 7–9 children, to be interested in curriculum development and, preferably, to have completed a relevant advanced course.
Deputy Head Scale (Group 4B) + £2,499 additional duties allowance.
There are no application forms for this post: Applicants should write fully to the Principal including a curriculum vitae, details of particular strengths and interests, and the names of two referees.
Closing date: 24 April, £1982.
The Mulberry Bush School, Standlake, Witney, Oxon OX8 7RW.
Tel: Standlake (STD 086 731) 202.

EDUCATION DEPARTMENT

**Peripatetic Teacher of the Deaf Scale 4**

Applications are invited from experienced teachers for the post of peripatetic teacher of the deaf. Candidates should possess a Diploma for Teachers of the Deaf or its equivalent. An additional qualification for teaching children with other handicaps and experience in working with children with special needs, including multiple handicaps, would be an advantage.
Essential car user allowance payable.
Further particulars and application form from (and return to) the Director of Education, The Grove, Carshalton, Surrey SM5 3AL.
Closing date for applications 26th April, 1982.

**London Borough of Sutton**

**SURREY**
**Lingfield Hospital School**
**Lingfield, Surrey RH7 6PW**
HEADMASTER: Mr C. V. Thomas

**Teacher for ESN Pupils**

Two enthusiastic teachers are required for 1 September, 1982 at the above Residential Special School for 200 pupils (boys and girls):—
(i) Teacher for ESN(M) pupils.
(ii) Teacher for ESN(S) pupils.
Applicants must have a genuine interest in children with multiple handicaps and experience and/or qualifications in teaching children with learning difficulties would be regarded as additional recommendations.
Salary – Burnham Scale 1 plus Special Schools Allowance plus London Weighting.
Bungalow available at reduced rental for a married teacher in return for out-of-school duties, not exceeding 12 hours per week. Payment for these duties is at the nationally agreed rate.
Application forms and further information from the Headmaster at the above address. Telephone Lingfield 832243 (STD Code 0342).

## Scale 2 Posts and above

**ESSEX**

BASILDON COLLEGE OF FURTHER EDUCATION
Nethermayne, Basildon
(Tel: 289281)

DEPT. OF GENERAL EDUCATION
Required for September 1982, LECTURER GRADE II to be responsible for organising and teaching a new full-time one-year course for 16 year old E.S.N.(M) students from the special schools.
Teacher training is desirable. Experience of working with youngsters of this ability is essential.
Rented accommodation may be available from the Basildon Development Corporation.
Salary scale: £6,402 – £10,431 (plus outer fringe allowance of £213 p.a.).
Application forms, to be returned by 30th April, and further details from the Principal. (45581) 160026

**ESSEX**

ST CHRISTOPHER E.S.N (M) SCHOOL
Mountdale Gardens, Leigh on Sea
(01) 710
Mountdale Gardens, Leigh-on-Sea
Tel: Southend-on-Sea 524103.
ASSISTANT TEACHER Scale 2 (B)
Required September, to develop existing Leavers Programme. Ability to offer additional expertise in other P.E., Games, Woodwork desired.
Application forms may be obtained from the school and returned by 11th May, 1982 (foolscap s.a.e. please). (35138) 160020

**ESSEX**

BRAINTREE COLLEGE OF FURTHER EDUCATION
LECTURER GRADE II
(a Course Tutor for a Bridge Course).
This full-time one year course is for ESN (M) school leavers. Candidates must have experience of working with ESN (M) pupils and be interested in music generally. A 'O' level qualification in music desirable. A 'O' teaching qualification is essential.
Further details and application forms from the Principal, Braintree College of Further Education, Church Lane, Braintree, Essex. Closing date 30th April, 1982. (45150) 160030

**LONDON**

THE NATIONAL DEAF CHILDREN'S SOCIETY
EDUCATION OFFICER
A versatile, energetic person is required to join our busy Education Service and act as Secretary to the Education Sub-Committee. Applicants should be qualified teachers of the deaf, have other educational experience with handicapped children. Public speaking and literary skills an advantage. The appointment results from promotion.
Salary equivalent to Burnham Scale 3, according to experience and qualifications.
Further details from the Director, The National Deaf Children's Society, 31 Hereford Road, London W2 5AX. (45615) 160020

**OXFORDSHIRE**

COUNTY COUNCIL
NORTH FIELDS CHILD SCHEME
(Bicester).
Required for September 1982 an experienced qualified teacher for children with emotional adjustment needs to teach in at least two primary schools under the direction of the Co-ordinator of the Scheme. Scale 3.
Further details available from the Chief Education Officer, Macclesfield House, New Road, Oxford, OX1 1NA. S.A.E. essential. (45577) 160020

**TRAFFORD**

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
TEACHER, INTERMEDIATE TREATMENT DAY CENTRE
Northumberland Road, Old Trafford
SCALE 2B
Required as soon as possible, an experienced teacher with an ability to work with children, to develop learning and behaviour difficulties. It is essential that the successful candidate should be able to work as a member of a multi-disciplinary team under the leadership of the Project Leader.
The appointment will be made by the Social Services Department, but the Education Department will provide the teacher with advisory services.
Application forms and further details available from the Chief Education Officer, Town Hall, Stretford, to whom applications should be returned by the 30th April, 1982. (36559) 160030

## Scale 1 Posts

**HAMPSHIRE**

RE-ADVERTISEMENT
Scale 1 (M) with Woodwork
WAVELL SCHOOL
Required for 1982 Farnborough N. Co. 90
Required for September, 1982.
Scale 1.
Teacher of Woodwork.
Closing date: 23rd April, 1982.
Letter of application nominating two referees to the Headmaster, to whom stamped addressed envelope should be sent.
Previous applicants need not reapply. (01780) 160062

**HARINGEY**

BOROUGH OF HARINGEY
MOSELLE SCHOOL
Adams Road, Bounds Green N.22
Headteacher: Mr. J. Boulter
Required for SUMMER TERM 1982
Required for Summer Term 1982, a part-time teacher for two days each week on temporary appointment to replace a teacher on maternity leave. Ability to take Religious Education and/or Health Education an advantage.
Interested teachers are welcome to visit the school on April 21st, 22nd or 23rd, 1982; please telephone 889 1868, for appointment.
Salary: Allowance £758 pro rata.
Application Forms (S.A.E.) may be obtained from the Clerk to the Governors, 48 Station Road, Wood Green, London N22 4TY. Completed forms should be returned to the Clerk by Monday 26 April 1982 or as soon as opportunity arises. (35169) 160018

**OXFORDSHIRE**

COUNTY COUNCIL
NORTH FIELDS SPECIAL SCHEME
Blackbridge Lays, Oxford.
Required for September, 1982, at this school for maladjusted pupils, 11 – 16 years, a general subjects teacher for interest and/or experience in helping with an involved programme of counselling, remedial education and social education. The school has 48 places and would be an ideal opportunity for the right teacher to apply for supervisory responsibility in this field of development in a residential setting.
Further details and forms of application from the Chief Education Officer, County Hall, Oxford. (45577) 160020

**SHROPSHIRE**

SHROPSHIRE COUNTY COUNCIL
Required for September, 1982, a Teacher of Woodwork for the Severe Learning Difficulties Unit at Bishop's Castle Middle School. Scale 1.
Further details and application forms from the Director of Education, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND. Closing date 30th April, 1982. (45600) 160022

**SOMERSET**

THE HALL SCHOOL
Wincanton
(60 Girls aged 9 - 17 years)
Required in September an experienced teacher of English with proven ability to inspire a love of literature and theatre, to be responsible for work in English and Drama up to O-level and C.S.E. Good facilities and enthusiastic pupils. Burnham Scale (specialist allowance). Government Superannuation. Residence available if desired.
Apply with C.V. and names of two referees to the Headmistress, The Hall School, Bratton Seymour, Nr. Wincanton. (42763) 185424

**Geography**

**Other Assistants**

**BEDFORDSHIRE**

BEDFORD HIGH SCHOOL
(Independent - 980 girls, 200 in Sixth Form)
Required in September 1982, a good teacher of Geography, to share in the teaching of Geography throughout the Main school (11 - 16 years) leading up to A and University entrance levels. An interest in Sport would be welcomed. Burnham Scale 1 post.
Please write to the Headmistress requesting an application form. The closing date for receipt of completed forms is 30th April.
Bedford High School, Bedford MK41 9EA. (45575) 185424

**BERKSHIRE**

HEATHFIELD SCHOOL
Ascot, Berkshire.
Independent girls' boarding school of 160 pupils, aged 11 - 18.
Required for September, an good honours degree, graduate teacher of English to 'A' level. Full time appointment.
Resident or non-resident post available with superannuation.
Apply in writing with names of two referees. (45587) 185424

**CROYDON**

THE OLD PALACE SCHOOL
460 girls. Direct Grant/Independent)
Required September 1982. Honours GRADUATE with experience to teach ENGLISH to University Entrance level and to organise the teaching of these subjects throughout the school. It is hoped that they will also be able to co-ordinate the teaching of Speech and Drama to the Sixth Form.
Salary according to experience.
Apply by letter to the Headmistress with curriculum vitae and names of two referees. (45295) 182818

**SOUTHAMPTON**

THE ATHERLEY SCHOOL
Old Lane, Southampton. (The Old Lane)
Head of History required for September 1982 to teach History to 'O' and 'A' level. Ability to teach Economics to 'O' level an advantage.
Apply to Headmistress, with names and addresses of two referees. (45622) 182818

**Other Assistants**

**BUCKINGHAMSHIRE**

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
(340 girls 8 - 18)
Required September 1982. Graduate to teach O and A Level History. Ability to teach English up to 'O' level an advantage. Apply to the Headmaster with C.V. and names of two referees by 23rd April. (42356) 185624

**GLOUCESTERSHIRE**

CHELTENHAM COLLEGE
Required for September 1982 graduate to teach History to 'O' and 'A' level. A post open to someone young, dynamic and with wide interests.
Applications with curriculum vitae and names of two referees should be sent to the Headmaster. (37758) 185624

## Mathematics

**Heads of Department**

**LONDON**

DULWICH COLLEGE,
LONDON SE21 7LD
Required for January, 1983 for September, 1983) a Head of Mathematics to be responsible for graduate mathematicians in the sixth form. 170 will be taking mathematics at 'A' level, 60 of them also taking Further Mathematics at 'A' level. In 1966, 93 members of the Mathematical Sixth Form won open awards at Oxford and Cambridge.
A person of high mathematics ability with a good record of teaching success, probably having run his or her own department previously is sought.
The school's salary scales follow Burnham percentages increase, and this appointment will be on Scale 4.
Accommodation may be available for a married person resulting in:
Applications to the Master as soon as possible giving the names, addresses and telephone numbers of two referees. (45577) 183418

**NOTTINGHAMSHIRE**

BRAMCOTE SCHOOL
Bramcote, Retford, Notts
(Girls)
Co-educational boarding and day 110 boys, 30 girls
Required September 1982 graduate Mathematics for Head of Department. C.E. Scholarship and Computer work. Salary above Burnham Scale 1. Single accommodation available. Opportunities for coaching 1st XI Cricket, or girls' Hockey, singing tuition in Choir, playing with Orchestra.
Applications with names or 2 referee and CV to the Headmaster. (42833) 185418

**Other Assistants**

**BATH**

ROYAL SCHOOL
Required in September 1982, graduate to teach Mathematics throughout the school, including 'A' level. Burnham Scale.
Apply in writing to the Headmistress requesting application forms. (42301) 183424

**BLACKPOOL**

ARNOLD SCHOOL
Graduate required in September, 1982 to teach Mathematics throughout the School. Rein with one girls' and boys' games a distinct advantage.
Salary according to qualifications and experience.
Accommodation available for single person in return for boarding duties.
Apply to Headmaster's Secretary for application form and curriculum details. (42494) 183424

**DORSET**

SHERBORNE SCHOOL
(Boys)
Required September 1982 teacher of Geography to Oxford entrance standard.
For Job Description apply The Headmaster's Secretary, Sherborne School, Sherborne, Dorset DT9 3AP. (42511) 182624

**DORSET**

SHERBORNE SCHOOL FOR GIRLS
Required in September, 1982 honours graduate to teach Mathematics up to 'A' level and Job University Entrance standard.
Apply in writing to the Headmistress, giving details of qualifications and experience, with the names and addresses of two referees. (45581) 183424

**NORTHAMPTONSHIRE**

WELLINGBOROUGH SCHOOL
Required for September 1982 a graduate MATHEMATICIAN to teach mathematics to A/S level. The A/S syllabus is followed with both Single and Further Mathematics in the sixth form. The successful applicant will be required to help with games and extra-curricular activities necessary.
Applications with C.V. and the names of two referees to the Headmaster, The School, Wellingborough. (45778) 183424

**NOTTINGHAMSHIRE**

WORKSOP COLLEGE
(A Woodard School: H.M.C. 600 boys aged 11 - 18, plus 80 day girls)
Required September 1982, or as soon as possible thereafter, a graduate MATHEMATICIAN to teach up to A Level and to help with games. Interest in computers, and readiness to participate fully in boarding school life are all desirable attributes. Bachelor, and possibly married accommodation available.
Applications with curriculum vitae, the names, addresses and telephone numbers of two referees to the Headmaster, Worksop College, Worksop, Notts S80 3AP. (38095) 185424

**SURREY**

THE GORDON BOYS'
West End, Woking, Surrey.
Voluntary Aided Boarding (Roman Catholic) 650 boys, aged 12 - 18)
Required for the Autumn Term 1982 a teacher of Mathematics and Graphical Communication to CSE and GCE 'O' level with probably some Physics. A willingness to take a full part in Scholastic life is required, and ability and aptitude to coach cricket, and to take part in adventure training, including sailing, will be welcomed. Experience in computers and CCF will also be an advantage.
The salary will be Burnham Scale 1 or 2 and there is a substantial allowance for boarding duties.
A 4-bedroomed house is available.
Please write or telephone the Head Master for further details and for a letter detailing an application form. Applications to be received before the 19th April. (45128) 185424

**SUSSEX**

WORTH SCHOOL
Turners Hill, Crawley.
Boys' C.
Aged 11 - 18. 430 Boys.
Required in September, graduate or Mathematics graduate to teach Mathematics throughout the school. Opportunities available for suitable candidate to participate according to qualifications and experience in games or other activities. Accommodation available.
Applications giving curriculum vitae and names of two referees to the Headmaster, Worth School, Turners Hill, Crawley, Sussex (Tel: 10342) RH10 4SZ. (41584) 185424

**WEST YORKSHIRE**

FULNECK GIRLS' SCHOOL
Pudsey, West Yorkshire
Required for September 1982 graduate teacher of Mathematics to teach the subject throughout the school.
Boarding Salary Scale.
Apply by letter to the Headmistress at the school enclosing two testimonials and the names of two referees and the closing date April 30th. 1982. (37758) 183424

## Modern Languages

**Other Assistants**

**DORSET**

CROFT HOUSE SCHOOL
Shillingstone, Blandford, Dorset.
A graduate is required to teach German to 'A' Level and French to 'O' Level at this Girls' Boarding and Day School for Girls.
Applications together with names and addresses of two referees to be sent to the Headmistress as soon as possible. (37747) 183684

**ESSEX**

FELSTED SCHOOL
(HMC, 410 pupils (including 40 girls) Sixth Form)
Dunmow, Essex (057)
Required for September 1982, a graduate teacher of Spanish and French, at least one of these and preferably both to A-level, for a one-year post to replace a teacher on exchange. The department is strong, giving A-level in French, German and Spanish and O-level in these languages and Russian.
Help with out-of-school activities an advantage. Accommodation available for a single man or woman, possibly for a married couple.
Felsted salary scale.
Apply, giving names (and telephone numbers) of two referees, to the Headmaster as soon as possible. 183624

**HAMPSHIRE**

HILLSEA COLLEGE
Required September (resident) teacher of French to 'O' Level and first and second year Latin. Experience in dormitories and interest in Boys' Games.
Apply: Games Master, Hillsea College, Oakley Hall, Basingstoke, Hants. RG24 9NA. (41753) 183664

**STAFFORDSHIRE**

NEWCASTLE-UNDER-LYME SCHOOL
(formerly Newcastle High School and Orme Girls' School)
600 boys : 600 girls
FRENCH (Scale 1 or 2)
Required for September 1982, a good Honours Graduate to teach FRENCH throughout the school to University scholarship standard. Subsidiary German would be an advantage. All applicants should be willing to take an active part in extra-curricular activities.
Apply in writing to the Headmaster, Newcastle-under-Lyme School, Grant Place, Newcastle, Staffs ST5 1DB enclosing curriculum vitae and the names and addresses of two referees. Closing date 8th May. (45153) 185824

**SUFFOLK**

WOODBRIDGE SCHOOL
(Co-educational Day and Boarding - 570 pupils. H.M.C.
Woodbridge, Suffolk IP12 4JH
Telephone: Woodbridge 5547
Graduate required September 1982 to teach Physics up to 'A' level and Mathematics to 'O' level. Enthusiasm for the Physical Sciences and ability to take an active part in the life of a boarding school essential. The school possesses both swimming pool and squash hall, playing fields, gymnasium, theatre and sailing.
Applications to the Headmaster, Bryan Hall, Woodbridge, Suffolk IP12 4JH. (45588) 185824

**WILTSHIRE**

DAUNTSEY'S SCHOOL
West Lavington, Devizes, Wiltshire.
H.M.C./Coeducational/Independent - 480 Pupils
Sixth Form College for Lavington Comprehensive
Required for September 1982, well-qualified music teacher who is capable of and keen to develop the subject throughout the school. Suitable candidate should be able to offer 20 hours per week but with the possibility of up to 24 hours for a full time. Competent pianist essential and an interest in choral music an advantage. This is a post which offers considerable scope for an imaginative, able and energetic person and could be an ideal start.
This appointment is open to those applying for their first curriculum vitae and names and addresses of two referees to the Headmistress, 484 London Road, Leicester LE2 3PP (45111) 183824

**WILTSHIRE**

DAUNTSEY'S SCHOOL
West Lavington, Devizes, Wiltshire.
H.M.C./Coeducational/Independent - 480 Pupils
Sixth Form College for Lavington Comprehensive
Required for September 1982, well-qualified music teacher who is capable of and keen to develop the subject throughout the school. Suitable candidate should be able to offer 20 hours per week but with the possibility of up to 24 hours for a full time. Competent pianist essential and an interest in choral music an advantage. This is a post which offers considerable scope for an imaginative, able and energetic person and could be an ideal start.
This appointment is open to those applying for their first curriculum vitae and names and addresses of two referees to the Headmistress, 484 London Road, Leicester LE2 3PP (45111) 183824

**LEICESTER**

PORTLAND HOUSE DAY SCHOOL FOR GIRLS
Stoneygate, Leicester
Required for September 1982, well-qualified music teacher who is capable of and keen to develop the subject throughout the school. Suitable candidate should be able to offer 20 hours per week but with the possibility of up to 24 hours for a full time. Competent pianist essential and an interest in choral music an advantage. This is a post which offers considerable scope for an imaginative, able and energetic person and could be an ideal start.
This appointment is open to those applying for their first curriculum vitae and names and addresses of two referees to the Headmistress, 484 London Road, Leicester LE2 3PP (45111) 183824

**LONDON**

LATYMER UPPER SCHOOL
King Street, London W6 9LR
Wanted for September 1982 graduate to be Assistant to the Director of Music. Salary Burnham plus London allowance on scale appropriate to experience. Bachelor accommodation might be available during term time.
Application together with full curriculum vitae and the names of two referees to the Headmistress. (45801) 184424

**LONDON**

LATYMER UPPER SCHOOL
King Street, London W6 9LR
Wanted for September 1982 graduate to be Assistant to the Director of Music. Salary Burnham plus London allowance on scale appropriate to experience. Bachelor accommodation might be available during term time.
Application together with full curriculum vitae and the names of two referees to the Headmistress. (45801) 184424

**PERTHSHIRE**

STRATHALLAN SCHOOL
Required for September 1982 or January 1983 a good general musician and organist. An ideal position for a young enthusiastic person looking for a first or second appointment. Single or married accommodation available.
For further details apply to Headmaster, Strathallan School, Perth, PH5 2ES with full c.v. and names of two referees. (45853) 185824

## Pastoral

**Heads of Department**

**SHEFFIELD**

MOUNT ST MARY'S COLLEGE
(Roman Catholic Public School: HMC)
Required for September, 1982 a teacher of Spanish and French to 'A' level and first and second year Latin. Experience in dormitories and interest in Boys' Games.
Apply: Games Master, Hillsea College, Oakley Hall, Basingstoke, Hants. RG24 9NA. (41753) 183664

**STAFFORDSHIRE**

NEWCASTLE-UNDER-LYME SCHOOL
(formerly Newcastle High School and Orme Girls' School)
600 boys : 600 girls
FRENCH (Scale 1 or 2)
Required for September 1982, a good Honours Graduate to teach FRENCH throughout the school to University scholarship standard. Subsidiary German would be an advantage. All applicants should be willing to take an active part in extra-curricular activities.
Apply in writing to the Headmaster, Newcastle-under-Lyme School, Grant Place, Newcastle, Staffs ST5 1DB enclosing curriculum vitae and the names and addresses of two referees. Closing date 8th May. (45153) 185824

**SUFFOLK**

WOODBRIDGE SCHOOL
(Co-educational Day and Boarding - 570 pupils. H.M.C.
Woodbridge, Suffolk IP12 4JH
Telephone: Woodbridge 5547
Graduate required September 1982 to teach Physics up to 'A' level and Mathematics to 'O' level. Enthusiasm for the Physical Sciences and ability to take an active part in the life of a boarding school essential. The school possesses both swimming pool and squash hall, playing fields, gymnasium, theatre and sailing.
Applications to the Headmaster, Bryan Hall, Woodbridge, Suffolk IP12 4JH. (45588) 185824

## Music

**Other Assistants**

**HERTFORDSHIRE**

THE PRINCESS HELENA COLLEGE (FOR GIRLS)
Required September, a teacher of Music ('O' and 'A' Level; Harmony and Counterpoint) for this post but a part-time assistant would also be considered.
Apply, giving names (and telephone numbers) of two referees, to the Headmistress as soon as possible. 183624

**WILTSHIRE**

DAUNTSEY'S SCHOOL
West Lavington, Devizes, Wiltshire.
H.M.C./Coeducational/Independent - 480 Pupils
Sixth Form College for Lavington Comprehensive
Required for September 1982, well-qualified music teacher who is capable of and keen to develop the subject throughout the school. Suitable candidate should be able to offer 20 hours per week but with the possibility of up to 24 hours for a full time. Competent pianist essential and an interest in choral music an advantage. This is a post which offers considerable scope for an imaginative, able and energetic person and could be an ideal start.
This appointment is open to those applying for their first curriculum vitae and names and addresses of two referees to the Headmistress, 484 London Road, Leicester LE2 3PP (45111) 183824

**LEICESTER**

PORTLAND HOUSE DAY SCHOOL FOR GIRLS
Stoneygate, Leicester
Required for September 1982, well-qualified music teacher who is capable of and keen to develop the subject throughout the school. Suitable candidate should be able to offer 20 hours per week but with the possibility of up to 24 hours for a full time. Competent pianist essential and an interest in choral music an advantage. This is a post which offers considerable scope for an imaginative, able and energetic person and could be an ideal start.
This appointment is open to those applying for their first curriculum vitae and names and addresses of two referees to the Headmistress, 484 London Road, Leicester LE2 3PP (45111) 183824

**LONDON**

LATYMER UPPER SCHOOL
King Street, London, W6 9LR
Wanted for September 1982 graduate to be Assistant to the Director of Music. Salary Burnham plus London allowance on scale appropriate to experience. Bachelor accommodation might be available during term time.
Application together with full curriculum vitae and the names of two referees to the Headmistress. (45801) 184424

**MANCHESTER**

THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT.
Required for September, 1982, a graduate Physical education specialist to teach at all levels throughout the school.
Applications, with full curriculum vitae and names of at least two referees, should be addressed to the High Master, and should reach him not later than 26th April, 1982. (41756) 184424

## Religious Education

**Other Assistants**

**MIDDLESEX**

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton, Middlesex
Required for September 1982, a well qualified part-time teacher of R.E. to cover the teaching of PHYSICAL EDUCATION throughout the school including the Junior Classes. Gymnastics, Hockey, Netball, Tennis, Rounders, Swimming. A special interest in Tennis and the Duke of Edinburgh Award Scheme would be an asset.
Please write in writing to the Headmistress requesting a full curriculum vitae and names of two referees. (37760) 183424

**LANCASHIRE**

BURY GRAMMAR SCHOOL
(Boys : 420 + 90)
Independent
Required for September 1982 a GRADUATE to teach PE and Games throughout the school and an academic subject preferably History up to 'O'-level. Enthusiasm for physical fitness and games and interest in classroom teaching are essential. The school possesses both swimming pool and squash hall, playing fields, gymnasium, theatre and sailing.
Applications to the Headmaster, Bury Grammar School, Tenterden Street, Bury, Lancs, BL9 0HN. (45589) 185824

**NEWCASTLE UPON TYNE**

DAME ALLAN'S GIRLS SCHOOL
Fenham Hall Drive, Fenham, Newcastle upon Tyne NE4 9YH
Direct Grant/Independent
Required to teach both Physics and Mathematics throughout the school and including an Oxbridge scholarship level. This post, which is caused by expansion, would particularly suit a recent graduate. This year, our first XI girls' cricket team won the Northumberland Schools' Cup and Burnham Scale 1 with Allowance. Scale 2 available for suitable candidate.
Applications in the form of a curriculum vitae and names of two referees should be submitted to the Headmaster as soon as possible. 184825

## Science

**Scale 2 Posts and above**

**LOUGHBOROUGH**

LOUGHBOROUGH HIGH SCHOOL
Burton Walks, Loughborough LE11 2DU (Girls: 11 - 18 years)
Required for September a good Economics graduate to be the Senior Economics teacher within the Science department. The Biology department enjoys excellent facilities and is a popular subject in school. Salary: Burnham Scale III with the Lougborough weighting.
Letters of application, enclosing curriculum vitae and names and addresses and telephone numbers of two referees should be sent to the Headmistress as soon as possible. (45661) 184820

**CHESHIRE**

CHEADLE HULME
INDEPENDENT/DIRECT GRANT
H.M.C. CO-EDUCATIONAL
PARENTS' CLUB SIXTH FORM 560
Required September 1982 graduate to teach Economics to Advanced level within generous Science department. Burnham Scale 1 post, also taught in Mathematics and/or Geography and/or residence an advantage.
Write, giving curriculum vitae, to Headmaster, Cheadle Hulme School, Claremont Road, Cheadle Hulme, Cheadle, Cheshire SK8 6EF. (45624) 185824

**LOTHIAN**

LOTHIAN REGIONAL DEPARTMENT OF SPECIAL EDUCATIONAL SERVICES
Child Guidance Service – Edinburgh Division
DEPUTY PRINCIPAL EDUCATIONAL PSYCHOLOGIST
Applicants must have an Honours Degree in Psychology, qualification in social work or teaching and preferably an appropriate postgraduate qualification in the British Psychological Society. In addition applicants must have experience of child guidance and educational psychologist level.
Further information may be obtained by telephoning the Principal Psychologist, Child Guidance Service, Edinburgh (031) 667 3211 (Ext. 2) quoting reference number 3/82.
Salary on scale £14,163 – £15,339
Application forms may be obtained from the Director of Education, 10 Parliament Square, Edinburgh EH1 1TG.
Closing date for receipt of applications 30th April 1982. (45158) 185824

# APPOINTMENTS IN SCOTLAND

Strathclyde Department of Education
GLASGOW COLLEGE of TECHNOLOGY

**HEAD OF DEPARTMENT**

CENTRAL COLLEGE OF COMMERCE, 300 Cathedral Street, Glasgow G1. HAIRDRESSING AND BEAUTY THERAPY. Grade 9. COLI 760. Advanced Certificate in Hairdressing and substantial experience in a promoted post in Further Education. A teaching qualification would be an advantage.

SALARY HEAD OF DEPARTMENT GRADE 9 £13,785

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the college, to whom completed applications should be returned not later than 14 days after the appearance of this advertisement.



**INDEPENDENT ECONOMICS**
continued

**DULWICH**
COLLEGE
LONDON SE21 7LD
Required for September, 1983 for January, 1983 for September, 1983) a Head of Mathematics to be responsible for graduate mathematicians in the sixth form. 170 will be taking mathematics at 'A' level, 60 of them also taking Further Mathematics at 'A' level. In 1966, 93 members of the Mathematical Sixth Form won open awards at Oxford and Cambridge.
A person of high mathematics ability with a good record of teaching success, probably having run his or her own department previously is sought.
The school's salary scales follow Burnham percentages increase, and this appointment will be on Scale 4.
Accommodation may be available for a married person resulting in:
Applications to the Master as soon as possible giving the names, addresses and telephone numbers of two referees. (45577) 183418

**SOMERSET**

THE HALL SCHOOL
Wincanton
(60 Girls aged 9 - 17 years)
Required in September an experienced teacher of English with proven ability to inspire a love of literature and theatre, to be responsible for work in English and Drama up to O-level and C.S.E. Good facilities and enthusiastic pupils. Burnham Scale (specialist allowance). Government Superannuation. Residence available if desired.
Apply with C.V. and names of two referees to the Headmistress, The Hall School, Bratton Seymour, Nr. Wincanton. (42763) 183424

**Geography**

**Other Assistants**

**BEDFORDSHIRE**

BEDFORD HIGH SCHOOL
(Independent - 980 girls, 200 in Sixth Form)
Required in September 1982, a good teacher of Geography, to share in the teaching of Geography throughout the Main school (11 - 16 years) leading up to A and University entrance levels. An interest in Sport would be welcomed. Burnham Scale 1 post.
Please write to the Headmistress requesting an application form. The closing date for receipt of completed forms is 30th April.
Bedford High School, Bedford MK41 9EA. (45575) 185424

**BERKSHIRE**

HEATHFIELD SCHOOL
Ascot, Berkshire.
Independent girls' boarding school of 160 pupils, aged 11 - 18.
Required for September, an good honours degree, graduate teacher of English to 'A' level. Full time appointment.
Resident or non-resident post available with superannuation.
Apply in writing with names of two referees. (45587) 185424

**CROYDON**

THE OLD PALACE SCHOOL
460 girls. Direct Grant/Independent)
Required September 1982. Honours GRADUATE with experience to teach ENGLISH to University Entrance level and to organise the teaching of these subjects throughout the school. It is hoped that they will also be able to co-ordinate the teaching of Speech and Drama to the Sixth Form.
Salary according to experience.
Apply by letter to the Headmistress with curriculum vitae and names of two referees. (45295) 182818

**SOUTHAMPTON**

THE ATHERLEY SCHOOL
Old Lane, Southampton. (The Old Lane)
Head of History required for September 1982 to teach History to 'O' and 'A' level. Ability to teach Economics to 'O' level an advantage.
Apply to Headmistress, with names and addresses of two referees. (45622) 182818

**Other Assistants**

**BUCKINGHAMSHIRE**

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
(340 girls 8 - 18)
Required September 1982. Graduate to teach O and A Level History. Ability to teach English up to 'O' level an advantage. Apply to the Headmaster with C.V. and names of two referees by 23rd April. (42356) 185624

**GLOUCESTERSHIRE**

CHELTENHAM COLLEGE
Required for September 1982 graduate to teach History to 'O' and 'A' level. A post open to someone young, dynamic and with wide interests.
Applications with curriculum vitae and names of two referees should be sent to the Headmaster. (37758) 183624

## Mathematics

**Heads of Department**

**LONDON**

DULWICH COLLEGE,
LONDON SE21 7LD
Required for January, 1983 for September, 1983) a Head of Mathematics to be responsible for graduate mathematicians in the sixth form. 170 will be taking mathematics at 'A' level, 60 of them also taking Further Mathematics at 'A' level. In 1966, 93 members of the Mathematical Sixth Form won open awards at Oxford and Cambridge.
A person of high mathematics ability with a good record of teaching success, probably having run his or her own department previously is sought.
The school's salary scales follow Burnham percentages increase, and this appointment will be on Scale 4.
Accommodation may be available for a married person resulting in:
Applications to the Master as soon as possible giving the names, addresses and telephone numbers of two referees. (45577) 183418

**NOTTINGHAMSHIRE**

BRAMCOTE SCHOOL
Bramcote, Retford, Notts
(Girls)
Co-educational boarding and day 110 boys, 30 girls
Required September 1982 graduate Mathematics for Head of Department. C.E. Scholarship and Computer work. Salary above Burnham Scale 1. Single accommodation available. Opportunities for coaching 1st XI Cricket, or girls' Hockey, singing tuition in Choir, playing with Orchestra.
Applications with names or 2 referee and CV to the Headmaster. (42833) 183418

**Other Assistants**

**BATH**

ROYAL SCHOOL
Required in September 1982, graduate to teach Mathematics throughout the School, including 'A' level. Burnham Scale.
Apply in writing to the Headmistress requesting application forms. (42301) 183424

**BLACKPOOL**

ARNOLD SCHOOL
Graduate required in September, 1982 to teach Mathematics throughout the School. Role with one girls' and boys' games a distinct advantage.
Salary according to qualifications and experience.
Accommodation available for single person in return for boarding duties.
Apply to Headmaster's Secretary for application form and curriculum details. (42494) 183424

**DORSET**

SHERBORNE SCHOOL
(Boys)
Required September 1982 teacher of Geography to Oxford entrance standard.
For Job Description apply The Headmaster's Secretary, Sherborne School, Sherborne, Dorset DT9 3AP. (42511) 182624

**DORSET**

SHERBORNE SCHOOL FOR GIRLS
Required in September, 1982 honours graduate to teach Mathematics up to 'A' level and Job University Entrance standard.
Apply in writing to the Headmistress, giving details of qualifications and experience, with the names and addresses of two referees. (45581) 183424

**NORTHAMPTONSHIRE**

WELLINGBOROUGH SCHOOL
Required for September 1982 a graduate MATHEMATICIAN to teach mathematics to A/S level. The A/S syllabus is followed with both Single and Further Mathematics in the sixth form. The successful applicant will be required to help with games and extra-curricular activities necessary.
Applications with C.V. and the names of two referees to the Headmaster, The School, Wellingborough. (45778) 183424

**NOTTINGHAMSHIRE**

WORKSOP COLLEGE
(A Woodard School: H.M.C. 600 boys aged 11 - 18, plus 80 day girls)
Required September 1982, or as soon as possible thereafter, a graduate MATHEMATICIAN to teach up to A Level and to help with games. Interest in computers, and readiness to participate fully in boarding school life are all desirable attributes. Bachelor, and possibly married accommodation available.
Applications with curriculum vitae, the names, addresses and telephone numbers of two referees to the Headmaster, Worksop College, Worksop, Notts S80 3AP. (38095) 185424

**SURREY**

THE GORDON BOYS'
West End, Woking, Surrey.
Voluntary Aided Boarding (Roman Catholic) 650 boys, aged 12 - 18)
Required for the Autumn Term 1982 a teacher of Mathematics and Graphical Communication to CSE and GCE 'O' level with probably some Physics. A willingness to take a full part in Scholastic life is required, and ability and aptitude to coach cricket, and to take part in adventure training, including sailing, will be welcomed. Experience in computers and CCF will also be an advantage.
The salary will be Burnham Scale 1 or 2 and there is a substantial allowance for boarding duties.
A 4-bedroomed house is available.
Please write or telephone the Head Master for further details and for a letter detailing an application form. Applications to be received before the 19th April. (45128) 185424

**SUSSEX**

WORTH SCHOOL
Turners Hill, Crawley.
Boys' C.
Aged 11 - 18. 430 Boys.
Required in September, graduate or Mathematics graduate to teach Mathematics throughout the school. Opportunities available for suitable candidate to participate according to qualifications and experience in games or other activities. Accommodation available.
Applications giving curriculum vitae and names of two referees to the Headmaster, Worth School, Turners Hill, Crawley, Sussex (Tel: 10342) RH10 4SZ. (41584) 185424

**WEST YORKSHIRE**

FULNECK GIRLS' SCHOOL
Pudsey, West Yorkshire
Required for September 1982 graduate teacher of Mathematics to teach the subject throughout the school.
Boarding Salary Scale.
Apply by letter to the Headmistress at the school enclosing two testimonials and the names of two referees and the closing date April

INDEPENDENT SCIENCE
continued

LEEDS

LEEDS GRAMMAR SCHOOL
Moorland Road, Leeds LS6 1AN
(HMC: DG/(Independent)
(1100 boys 10 - 19, 300 in sixth form)
Required for September, 1982 a good GRADUATE to teach CHEMISTRY throughout the school. The person would suit newly qualified teacher, but those with some experience may also be considered. Salary: Burnham according to qualifications and experience. Sports with a wide range of out-of-school activities a positive recommendation.
Further details may be had from the Headmaster, to whom written applications together with full curriculum vitae, names, addresses and telephone numbers of two referees should be sent as soon as possible. (45870) 184834

LONDON W6

LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Direct Grant/Independent, HMC, 1,100 boys)
Wanted for September, 1982 a graduate to teach FRENCH. Salary Burnham plus London allowance on scale appropriate to experience.
Bachelor accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (37508) 184824

MIDDLESEX

HAMPTON SCHOOL
HMC Day (11 - 18 850 boys - 240 in Sixth Form
TEACHING POST - September 1982: graduate to teach Physics, Advanced and some Mathematics. Salary Burnham plus Outer London and Hampton allowances.
Further information available. Applications with full curriculum vitae and names of two referees to: The Headmaster, Hampton School, Hampton, Middlesex TW12 3HD. (45266) 184824

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton, TW12 3HD
(1,150 girls: Senior Department 650)
HONOURS GRADUATE required in September to share in the teaching of PHYSICS throughout the school. Burnham salary scale according to experience. London Allowance. New laboratories in operation from September 1982.
Apply to the Headmistress, with curriculum vitae and names of two referees. (37404) 184824

MIDDLESEX

NORTHWOOD COLLEGE
North Hill Avenue
(Public Day and Boarding School, 340 girls)
Required in September, graduate to teach GEOGRAPHY and some Mathematics. Salary Burnham (Inner London) Allowance.
Apply in writing to the Head Mistress, Miss M. Hall, giving the name of two referees. (45816) 184824

MIDDLESEX

SOUNSLOW COLLEGE
Graduate required immediately for 'A' level Physics, with some Junior Physics. Ideal ability to teach 'A' level Chemistry also. Rugby coaching would be an advantage.
Apply for particulars and the names of two referees to the Headmaster, Hounslow College, Lampton Road, Hounslow, Middlesex (Tel: 01-570 2435). (45860) 184824

STAFFORDSHIRE

NEWCASTLE UNDER LYME SCHOOL
(Formerly Newcastle High School and Orme Girls' School)
600 boys : 600 girls
BIOLOGY: Head of Department required for September 1983, a good graduate to teach BIOLOGY throughout the school and Junior Forms. All applicants should be willing to assist in extra-curricular activities.
Salary Burnham, Head-master, Newcastle-under-Lyme School, Mount Pleasant, Newcastle, Staffs ST5 1LP, enclosing curriculum vitae and names and addresses of two referees. Closing date, 3rd May. (45164) 184824

SURREY

ST. JOHN'S SCHOOL
Leatherhead
Required September, 1982 a graduate to teach Biology at all levels up to and including Oxbridge work, in the Sixth Form. Modern, well equipped laboratories. An interest in Project work will be an advantage. Accommodation available.
Applications with curriculum vitae and names and addresses of two referees to: The Headmaster, St. John's School, Leatherhead. (45870) 184824

WEST YORKSHIRE

ACKWORTH SCHOOL
Ackworth, Pontefract, West Yorkshire
(Co-ed Day & Boarding)
Set on 50 Estate, there is a variety of site, permanent and temporary, this is a co-educational boarding and day school of 1,000 pupils. We are particularly looked for to teach O and A level Chemistry (or Physics) trained... and with some experience... full according to qualifications and experience. Also required for September 1982 a graduate with a good honours degree in Physics to teach to O and A level. Applications from people seeking their first post will be considered.
Therefore interested in a temporary appointment for the summer term only are invited to apply.
Well equipped laboratories in friendly and stimulating community. Married staff accommodation is available.
Salary in full according to qualifications and experience.
Write for application form to Simon Hemsworth (OB73) (Ackworth Secretary), Ackworth School, Ackworth, West Yorkshire WF7 7HX. (45814) 184824

Ackworth School is an equal opportunities employer

WEST SUSSEX

LAVANT HOUSE SCHOOL
Chichester, West Sussex PO18 9AB
(Boarding and Day School for 150 girls)
Part-time Chemistry Graduate required for September. Possibility of work leading to full time teaching.
Please send written applications, with C.V. and names of two referees, to the Headmistress. (45130) 184824

## Speech and Drama

## Other Assistants

CAMBRIDGESHIRE

THE PERSE SCHOOL FOR GIRLS
Union Road, Cambridge, CB2 1HF
Required in September temporary full-time qualified teacher of Speech and Drama to assist with class drama in both the Junior and Senior School, including both 'O' and 'A' Level work and to teach small groups as an extra subject. Willingness to help with school productions would be an advantage. Burnham Scale. Government Superannuation.
Apply in writing, giving details of qualifications and experience and the names of two referees, to the Headmistress. (45712) 185624

## Technical Studies

## Other Assistants

STAFFORDSHIRE

NEWCASTLE-UNDER-LYME SCHOOL
(Formerly Newcastle High School and Orme Girls' School)
600 boys : 600 girls
BIOLOGY: Head of Department required for September 1983, a good graduate to teach BIOLOGY throughout the school and Junior Forms. All applicants should be willing to assist in extra-curricular activities.
Salary Burnham, Head-master, Newcastle-under-Lyme School, Mount Pleasant, Newcastle, Staffs ST5 1LP, enclosing curriculum vitae and names and addresses of two referees. Closing date, 3rd May. (45164) 184824

SURREY

ST. JOHN'S SCHOOL
Leatherhead
Required September, 1982 a graduate to teach Biology at all levels up to and including Oxbridge work, in the Sixth Form. Modern, well equipped laboratories. An interest in Project work will be an advantage. Accommodation available.
Applications with curriculum vitae and names and addresses of two referees to: The Headmaster, St. John's School, Leatherhead. (45870) 184824

WEST YORKSHIRE

ACKWORTH SCHOOL
Ackworth, Pontefract, West Yorkshire
(Co-ed Day & Boarding)
Set on 50 Estate, there is a variety of site, permanent and temporary, this is a co-educational boarding and day school of 1,000 pupils. We are particularly looked for to teach O and A level Chemistry (or Physics) trained... and with some experience... full according to qualifications and experience. Also required for September 1982 a graduate with a good honours degree in Physics to teach to O and A level. Applications from people seeking their first post will be considered.
Therefore interested in a temporary appointment for the summer term only are invited to apply.
Well equipped laboratories in friendly and stimulating community. Married staff accommodation is available.
Salary in full according to qualifications and experience.
Write for application form to Simon Hemsworth (OB73) (Ackworth Secretary), Ackworth School, Ackworth, West Yorkshire WF7 7HX. (45814) 184824

Ackworth School is an equal opportunities employer

LONDON

DULWICH COLLEGE
LONDON SE21 7LD
Required for September, 1983, an experienced teacher to take charge of an additional class of 9 year old boys, teaching them English and Mathematics and a few other subjects according to qualifications. Ability to assist with Lower School games will be an advantage.
Dulwich has its own surgery staffed and accommodation may be available for a married person requiring it. A single man prepared to become a Boarding House Tutor could be offered free accommodation and term time board.
Applications by letter to the Master, as soon as possible, giving full details of curriculum vitae, and the names, addresses and telephone numbers of two referees. (45370) 185624

LONDON

YESODEY HATORAH SENIOR GIRLS SCHOOL
15 Stamford Hill, London N16.
Required for September 1982, full time teacher of Maths, Geography, History and English, up to O level.
Apply in writing to the Headmistress with details of exams and experience of two referees. (45991) 185624

LONDON

ST. MARY MOUNT HOUSE
222-24 Kent Street, London E2 6LA
Catholic Independent School, 250 girls 11 - 18
HISTORY
Part-time: 3½days a week. Experienced History graduate. Specialist on the modern side to share teaching of History throughout the school to Advanced Level. Organise Current Events for Lower 5th, and to start a Junior History Club.
Burnham Scale 1 Inner London Allowance. Government Superannuation.
Applications in writing with telephone number to the Headmistress, giving names and telephone numbers of two referees.
LABORATORY ASSISTANT
Qualified Laboratory Assistant. The applicant will be required to assist in the laboratories i.e. Physics, Chemistry, Biology. Flexible hours and long school holidays.
Salary: Technicians scale according to experience.
Applications in writing to the Headmistress by 24 above. (45285) 185624

OXFORDSHIRE

INDEPENDENT SCHOOL
Required September 1982: Resident Housemaster, to be filled, for boys Common Entrance. Coaching experience for boys, to teach English and Divinity. Also to take a limited accommodation available. Write: Headmaster, Cokethorpe School, Witney, Oxfordshire OX8 7PU. Telephone: Minster Lovell 460.

SURREY

ST. CATHERINE'S SCHOOL
BELL ROAD, GUILDFORD
Church of England Girls' Day and Independent Day and Boarding School of 540 girls, 3 - 18 years.
Required for September, in a temporary capacity, a well qualified JUNIOR SCHOOL teacher for nine year old girls. The post is desirable Burnham Scale salary and Teacher's Superannuation.
Please apply in writing to the Headmistress giving curriculum vitae and names of two referees. (45895) 185624

WEST SUSSEX. Masters/Mistresses/Matrons required for posts in Independent Schools should apply with s.a.e. envelope to Sec. Pool for College, Marringdean Road, Billingshurst, West Sussex. (45031) 185624

## Preparatory Schools

## Headships

NORTHAMPTON

NORTHAMPTON HIGH SCHOOL
Northampton
Required for September a well qualified and experienced teacher as Head of Department, Scale 3, in charge of 10 classes covering the ages 2 - 7 years. The person appointed will teach one of the older classes.
The School is a Church of England, formerly Direct Grant, day school for 750 girls aged 3 to 18 years.
Apply at once with curriculum vitae and names of referees to the Headmistress, Northampton (0604) 715231. (45753) 800010

TAUNTON

FEYLAND HALL
KING'S COLLEGE
Taunton Junior School
Feyland Park, the Headmaster of Feyland Hall, the Junior School of King's College, Taunton, will probably retire in December, 1983, on the appointment of his successor as Headmaster. He/she will be responsible to the Headmaster of Clifton Preparatory School.
The Headmaster of the Junior School is a member of the I.A.P.S. There are approximately 210 boys there, of whom 145 are boarders, and there is also a pre-preparatory school of 90 pupils. The Junior School is situated three miles from the senior School at King's College, Taunton, and is a member of the Woodard Corporation.
Applicants should be University graduates and communicant members of the Church of England.
Further particulars of the post, together with a statement from the Headmaster outlining the requirements of the School, may be obtained from the Bursar, Mr. R. Somerset Ash, to whom applications should be sent by 30th April, 1982. (44988) 800010

## Deputy Headships
## Second Masters/ Mistresses

BUCKINGHAMSHIRE

THORPE HOUSE
PREPARATORY SCHOOL
Gerrards Cross, Buckinghamshire SL9 8QA
Applications are invited from experienced graduate/qualified teachers for the post of Deputy Head in September, 1983.
Preference will be given to a mathematician who would be responsible for teaching to Common Entrance, P.S.S. and being involved in computing work. Indicate interest in games and extra-curricular activities.
Single and married accommodation available.
Please apply with full curriculum vitae, names and addresses of two referees to the Headmaster. (37726) 200012

## By Subject Classification

## Classics

## Other Assistants

SURREY

ABERDOUR SCHOOL
Burgh Heath, Nr. Tadworth, Surrey
L.A.F.S. Day/Boarding 220 boys. Required for September a qualified and experienced teacher to be responsible for the teaching of Latin and Greek in the Senior School up to P.S.S. level. Classic play reading part of the School curriculum. Help with games and extra-curricula activities is essential. Salary according to Burnham Scale with the Two Years Rule Scheme. A well-proportioned house is available. Please apply with full c.v. and the names and addresses of two referees to the Headmaster. (44975) 201624

## English

## Other Assistants

CAMBRIDGESHIRE

ST. FAITH'S SCHOOL
(400 boys)
required in September, a qualified teacher to take English and Latin to a good standard. Common Entrance standard. Ability and willingness to help actively with senior school games and other school activities is essential. Accommodation available for single person. Burnham Scale and Government Superannuation.
Applications for the post, a full curriculum vitae and the names of two referees with their telephone numbers, should be sent to the Headmaster, St. Faith's, Cambridge. CB2 2AC. (45967) 800012

SURREY

ST. EDMUND'S SCHOOL
(L.A.F.S. 160 boys).
Hindhead, Surrey.
Required for September 1982 teacher of Mathematics to GCE 'O' level and Scholarship standard. Games and other activities an active interest important.
Please apply with full c.v. and the names of two referees to St. Edmund's School, Hindhead, Surrey. (37148) 203424

WILTSHIRE

PRIOR PARK
PREPARATORY SCHOOL
Corsham, Wiltshire, SN13 9BB
L.A.F.S. Boys (8 - 13) 110 boarders, 30 day.
Required for September, 1982 a teacher in Mathematics. The post will involve teaching at all levels from Junior to Common Entrance and Scholarship.
The classes are small and strenuously taught in a subject room. There is an opportunity to be involved with the installation of a computer in the near future.
A single accommodation could be available and ability to play games (particularly cricket) could be an advantage.
Burnham Scale and Superannuation.
Apply to the Headmaster in writing with c.v. and names of two referees. (37758) 203424

## Modern Languages

## Heads of Department

BERKSHIRE

HEAD OF FRENCH
Required in September onwards to run the Modern Languages Department in a Boys' boarding preparatory school to prepare boys for Pre-U and Common Entrance levels. Excellent teaching accommodation with Language Room. Accommodation for single Assistant Shinfield, Burnham plus. Will be required to help school diction and takes games.
Please apply to the Headmaster, Dorfold House, Shinfield, Berks (0734) 883815

DEVON

ST. PETER'S SCHOOL
Tywhayne, Nr. Exmouth.
L.A.F.S. Boys (8 - 13) 110 boarders, 30 day.
Required for September, 1982, a qualified teacher to organise the teaching of French throughout the school and to take L.A.F.S. and P.S.S. levels. Ability to help with games and activities an advantage. Energy, enthusiasm and a sense of humour essential. Full boarding duties.
Burnham Scale with possibility of Scale 3 for suitable applicant.
Applications with C.V. and names of two referees to the Headmaster. (45500) 203618

## Other Assistants

HAMPSHIRE

ROCKSBURY PARK SCHOOL
Wickham
L.A.F.S. Boarding/Day - 220 pupils
FRENCH teacher required in September 1982, qualified and experienced (not necessarily married). Preferably a graduate to teach girls aged 9 to 11 years in preparation for Common Entrance. Games and music but applicants should be willing to undertake at least 4 days a week of teaching and become fully involved in the life of the school. Burnham Scale (Scale 2).
Apply in writing with full particulars and names of two referees to Headmistress, Rocksbury Park, Wickham, Hants, PO17 5HT. (45131) 203424

SUFFOLK

French teacher required September, 1982 able to teach French and Latin to A level standard. IAPS Boarding Prep School (160 Boys). Country. Games interest an asset. Burnham Scale.
Apply to Headmaster, Old Buckenhall Hall School, Bretenham, Ipswich. (45081) 203624

## Music

## Other Assistants

SHREWSBURY

PACKWOOD HAUGH
Nr. Wem, Shrewsbury SY4 1HX
Required September, Opportunity for enthusiastic teacher to help Pre-Prep School Music, although would like to teach French also. Opportunity also to teach Violin and Cello and/or 1st XV Rugger. Salary Burnham Scale.
Apply to the Headmaster with names of two referees. (45883) 203624

## Science

## Other Assistants

WILTSHIRE

PRIOR PARK
PREPARATORY SCHOOL
Corsham, Wiltshire, SN13 9BB
L.A.F.S. Boys (8 - 13) 110 boarders, 30 day.
Required for September, 1982 a teacher in Science. The post will involve teaching at all levels from Junior to Common Entrance and Scholarship.
The classes are small and strenuously taught in a subject room. There is an opportunity to be involved with the installation of a computer in the near future.
A single accommodation could be available and ability to play games (particularly cricket) could be an advantage.
Burnham Scale and Superannuation.
Apply to the Headmaster in writing with c.v. and names of two referees. (37758) 203424

## Other than by Subject Classification

## Other Assistants

BATH

PRIOR'S COURT SCHOOL
Bath
Junior School of Kingswood School
TEACHER
Required in September, a teaching charge of a Junior Form of eight year olds, and to help with the Games programme in the two succeeding years. An interest in children and problems in English as essential. Can expect to undertake duties for which an additional allowance is paid.
Burnham Scale and Superannuation Scheme.
Apply fully to the Headmaster, Prior's Court School, Hungerford, RG17 0JL. (45178) 203624

BERKSHIRE

Required for September, Teacher for middle school French and Classical Scale, and/or generalist with coaching capability. L.A.F.S. Boys' Boarding Prep.
Apply in writing to Headmaster, Lane End House, Upton Court Road, Slough, Berks. (37586) 203624

BERKSHIRE

ELSTREE SCHOOL
Woolhampton, Nr. Reading (L.A.F.S. 250 boys)
Required in September, 1982 a qualified assistant (20/30 hours) to teach to A level standard, small class of eight year olds and to help with middle school boys. Willingness to undertake some accommodation available.
Further details and application form from the Headmaster. (37586)

HERTFORDSHIRE

HEATH MOUNT SCHOOL
Hertford Heath, Hertford, SG14 3NG
Required for September 1982 this IAPS School, temporary teacher for 1 or 2 terms to teach General Science and to take a games session and to take a Cub Pack. The post would suit a graduate or undergraduate. Duties to include some P.E. The post could be part or full-time.
Apply in writing giving full details of qualifications and experience to the Headmaster. (44978)

LONDON SE22

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, East Dulwich, London, SE22 8TE
Required for September 1982 a teacher of Geography to teach girls aged 9 to 18 years. Ability to help with games and other activities an asset.
Single accommodation available. Burnham scale and government superannuation.
Apply to the Headmistress with Curriculum Vitae and names of two referees. (45524)

LONDON

OAKFIELD PREPARATORY SCHOOL
Oakfield Park Road, West Dulwich, S.E.21
Required for September 1982 an enthusiastic teacher to take a Kindergarten class of boys and girls aged 3 years 9 months to 5 years.
Please apply to the Headmistress enclosing curriculum vitae and names of two referees. (44997)

KENT

WALTHAMSTOW HALL
Sevenoaks, Kent
Founded 1838 by Mary Sheepshanks. Independent Boarding and Day School for Girls aged 11 - 18 years.
Required to teach Junior Classics, up to Scholarship standard, and Latin to 'O' level. Ability to help with games and other activities. Salary Burnham Scale, Inner London Allowance. Government Superannuation.
Applications should be made in writing, stating subject, qualifications and experience, and giving the names and addresses of two referees. (37758)

SURREY

PARSONS MEAD SCHOOL
Ashtead, Surrey
Girls Public Day and Boarding School
Required in September, 1982 a graduate to teach Geography to 'O' level and to help with games and other activities. Salary Burnham Scale (Assistant Scale) plus Inner London Allowance. Government Superannuation.
Application form and further details may be obtained from the Headmistress. (45804)

## Colleges of Further Education

## Heads of Department

EAST SUSSEX
LEWES TECHNICAL COLLEGE
Head of Department of Social & Community Studies (Grade IV)
This is an important new appointment with responsibility for Social Work Courses, Health Education, Vocational Preparation, Home Economics & Hairdressing.
A degree, relevant teaching experience (including curriculum development) and practical experience in social work or one of the other relevant areas would all be desirable.
Salary Scale £12,783 - £14,331.
Application forms from The Principal, Lewes Technical College, Lewes Technical College, Mayfield Road, Lewes, E. Sussex Tel: Lewes 6181. (45791) 350018

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
WEARSIDE COLLEGE OF FURTHER EDUCATION
DIRECTOR OF STUDIES in
VOCATIONAL PREPARATION
Salary: Lecturer Grade (£9624 - £11,528)
Applicants should be suitably qualified.
Duties to commence on 1st September, 1982.
Further details and application forms may be obtained from: The Principal, Wearside College of Further Education, 5ea View Road West, Grangetown, Sunderland, SR2 9LR (Tel: Sunderland 707841) to be returned not later than 23rd April, 1982. (42769) 350018

SURREY

COUNTY COUNCIL
WEST SURREY AGRICULTURAL COLLEGE
Worplesdon, Guildford, Surrey GU3 3PE
HEAD OF COUNTRYSIDE DEPARTMENT
Applications are invited for the above post from graduates in land use, or a related discipline, with wide practical experience in leisure and countryside management. Interest in countryside education and training desirable. Candidates must have a strong interest in equestrianism and a knowledge of the associated education and training. Responsibilities will be for full-time and part-time courses at O.N.D and in-service levels.
Salary Scale: LII (Points 4 to 8) £7,614 - £8,571 (including Surrey Allowance).
Application forms and further details send S.A.E. to The Principal to whom completed forms should be returned within 14 days from date of advertisement. (44581) 350018

## Other Appointments

AVON

COUNTY OF AVON
SOUTH BRISTOL TECHNICAL COLLEGE
Marsbury Road, Bristol BS3 5JE
Tel: (0272) 661105
LECTURER GRADE I IN BIOLOGY
required on a 1 year Temporary full-time basis commencing September 1982 to teach 'O' and 'A' level students and to take responsibility for the Biology Laboratory.
Salary £8054 - £8658 (under review) depending on qualifications and experience.
Application forms and further particulars from the Chief Administration Officer: closing date 14 days after the appearance of this advertisement. (45373) 330026

AVON

COUNTY OF AVON
CITY OF BATH TECHNICAL COLLEGE
Qualified teachers are invited to apply for posts vacant from September, 1982:-
1. LECTURER I, Communications and English, mostly for BEC and secretarial studies and courses. A graduate with experience in commerce or industry is sought.
2. LECTURER I, Geography to 'A' level.
3. LECTURER I, Psychology to 'A' level.
Posts 2 and 3 are for graduates able to contribute to the Department's work in one other area (Sociology, Communication Studies, or History all to 'A' level; General and Communication Studies; or English and Communications).
The post will be permanent, the others temporary for one year in the first instance.
Salary £5,034 - £8,658 depending on qualifications and experience.
Applications are also invited from qualified teachers interested in temporary part-time employment in the above subject areas.
For further details and application forms (s.a.e. please) apply to the Principal, City of Bath Technical College, Avon Street, Bath, BA1 1UP to be returned within 14 days of the date of the advertisement. (45023) 350026

BARNET

LONDON BOROUGH OF BARNET
HENDON COLLEGE OF FURTHER EDUCATION
Required for 1 September 1982:
DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES
Post No. 82/11: LECTURER I SECRETARIAL STUDIES to join a team teaching London and Regional Examinations, BEC, PSC and PEB students.
Post No. 82/12: FOR THE ABOVE POST WHO IS ALSO WILLING TO TEACH ECONOMICS TO A'LEVEL.
Application forms and further particulars may be obtained by sending a large stamped self-addressed envelope to the Principal, Hendon College of Further Education, The Burroughs, Hendon, London NW4 4AT. (45105) 350026

## CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL WAKEFIELD DISTRICT COLLEGE

## LECTURERS GRADE I

**(£5,034–£8,658) are required to commence 1st September, 1982 in:**

**Horticulture**
Suitably qualified candidates are invited to apply for this post which arises from expansion of Horticulture Courses. These include CGLI (022) Phase I and II, Certificate in Horticulture (Amenity), (019) Floristry Parts I, II and III RHS and Institute of Groundmanship Certificates. Candidates must be experienced in general horticulture, preferably with a teaching qualification and some teaching experience.

**Transport Technology**
He/she will be required to teach theory and practice in connection with Automobile Engineering Courses.
Applicants should have an appropriate qualification, such as CGLI in Automobile Engineering or Vehicle Body Repair Work to Full Technological level or CGLI 620 Construction Plan Part 2. Experience in practical skills training is desirable.

**Electrical Engineering**
The successful applicant will be required to teach Electric, Electronic and Mining Electrical subjects to students in Craft, TEC Technical and Higher Technician and advanced AMEME Electrical Courses.
Applicants should possess a degree, HNC, AMEME Honours Electrical or equivalent academic qualification and have had practical experience in the Mining Industry. Previous teaching experience will be advantageous.

**Government**
He/she will join a team of staff who teach to 'O' and 'A' level on a wide range of vocational and academic courses. The successful candidate will be a teacher-trained graduate, able to offer a contribution to the teaching of General Studies or a second subject to GCE 'O' level.

**English**
An additional Lecturer in English is required to be involved in the full range of the College's work: 'A' Level, 18+, BEC and Secretarial English. An ability to offer 'O' level History would be an added advantage.

**Music and Drama**
A teacher is required to explore the creative links between Music and Drama and to work towards integrating the work of the Performing Arts Section. In addition the post requires teaching to examination level in Music and an ability to teach improvisation based classes in Drama. A skilled musician with a strong commitment to Drama teaching methods is sought.
Application forms and further details available from the Chief Education Officer, 8 Bond Street, Wakefield on receipt of a s.a.e. to be returned within 14 days of the date of this advertisement.

## DEVON EDUCATION COMMITTEE NORTH DEVON COLLEGE

**Principal; G. F. Hird, J.P., M.A., F.B.I.M.**

Applications are invited for the following posts to date from 1st September 1982. The North Devon College received approval as a tertiary centre in 1969 and now has 1,250 full-time students as well as a range of block release, part-time day and evening courses.

**Department of Business Studies**

**2. LECTURER GRADE I IN SECRETARIAL SUBJECTS**
Including short-hand, typewriting and office practice. The successful candidate to teach mainly full-time students on one and two year courses. Applicants should have appropriate qualifications, business experience and preferably be teacher trained.

**2. LECTURER GRADE II IN COMPUTING AND DATA PROCESSING** to be responsible for the work of the computing section dealing with BEC National, BEC General and I.I.M. Courses: this implies a knowledge of Basic and other programming languages. Also there would be an involvement in computer familiarisation courses for other students. A degree or equivalent qualification is required together with relevant industrial or commercial and teaching experience.

**3. LECTURER GRADE I IN COMPUTING, DATA PROCESSING AND STATISTICS** to teach mainly to BEC National and BEC General courses. Again there will be an involvement with computer familiarisation courses in the College. Applicants should have an appropriate degree or equivalent qualification and previous experience in teaching and commerce is desirable.

**Department of Creative Arts**

**4. LECTURER GRADE I IN GRAPHIC DESIGN** to teach on the DATEC Diploma courses in general art and design.
Applicants should have appropriate qualifications and the ability to teach basic design and drawing skills in addition to their specialist areas. Some industrial experience, either full-time or on a freelance basis, and teacher training is desirable.

**5. LECTURER GRADE I IN TEXTILES & FASHION** to develop the subjects indicated and to assist with the work of the art section in a department which comes armed with Art, Music and Theatre. A strong DATEC course in general art and design is established and there is scope for further development.
Applicants should have appropriate qualifications, preferably be teacher trained and commercial experience is desirable.

**Department of Engineering**

**6. LECTURER GRADE I IN WORKSHOP SUBJECTS** to teach related studies, technology and project work at all stages of the C&G 205 Mechanical Engineering Craft Studies course. The ability to offer technological units in the TEX AS Mechanical/Production programme to Level III would be an advantage. Appropriate qualifications and a teaching certificate or previous teaching experience is necessary.

**Department of Mathematics & Science**

**7. LECTURER GRADE I IN CHEMISTRY** to teach this subject at G.C.E. Advanced and Ordinary Level together with Biology up to Ordinary Level standards; the Department has 110 full-time students studying A level Chemistry. Applicants must have an honours degree and be teacher trained.
Application forms and further particulars can be obtained from the Principal, Barnstaple, Devon.



EDUCATION COMMITTEE
Staffordshire College of Agriculture
Rodbaston, Penkridge, Nr. Stafford

## Vice-Principal & Farm Manager

Applications are invited for this post which becomes vacant with effect from 1st September, 1982 following the promotion of the present holder.
Salary – Points 7–11: £11,934–£13,152
Application forms (returnable within fourteen days of the appearance of this advertisement) and further particulars are obtainable from:
Chief Education Officer, Department of Further Education, Tipping Street, Stafford ST16 2DH.
All applicants (m/f) are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

Staffordshire County Council

City of Coventry
TILE HILL COLLEGE OF FURTHER EDUCATION
*Principal: Dr. H. E. Avery*
Applications are invited for the following post to lead a newly established Department:

## Head of Department of Community Education
**(Grade IV)**

available from 1st September, 1982.
Further particulars and application forms are available from the Principal, Tile Hill College, Tile Hill Lane, Coventry. Tel. Coventry 461444, Ext. 224.
Closing date: Monday 10th May, 1982.

EDUCATION COMMITTEE
Thanet Technical College

## HEAD OF DEPARTMENT OF CUISINE Grade IV

**In the School of Hotel Management and Catering Trades**

Applications are invited for the above post, duties to commence from 1st September, 1982. Salary scale: £12,783–£14,331 (under review).
Application forms and further details may be obtained from the **Divisional Education Officer, Education Offices, Denemount, The Vale, Broadstairs, Kent CT10 2BZ,** by whom applications must be received not later than Friday, 30th April, 1982.

KENT COUNTY COUNCIL

North Yorkshire County Council
YORK COLLEGE OF ARTS & TECHNOLOGY
HEAD OF DEPARTMENT OF ART & DESIGN (GRADE V)

Applications are invited from well qualified, enthusiastic and experienced persons for this major post in a large area college (group 8).
Work extends from non-vocational to SIAD final levels in 3D Design, Fashion, Graphics. Programmes leading to DATEC Diploma qualifications have been introduced and Higher Diploma programmes are under preparation.
Application forms and further particulars may be obtained from the Principal, York College of Arts & Technology, Dringhouses, York YO2 1UA, to whom they should be returned not later than Friday, 30 April, 1982.
It is not necessary for previous applicants to re-apply.

GRIMSBY COLLEGE OF TECHNOLOGY
FOOD & FASHION DEPARTMENT

## Senior Lecturer in Hairdressing

To teach this subject and to assume responsibility for the organisation of this section. Applicants should possess good professional qualifications, wide salon and teaching experience.
Starting Date: 1st September, 1982
Salary: £9,624–£11,328 p.a. Bar £12,141 (under review).

GENERAL STUDIES DEPARTMENT

## Temporary Lecturer Grade II – Drama and Theatre Arts

Required from 1st September, 1982, for one academic year, a Lecturer Grade II in General Studies, qualified to teach Drama and Theatre Arts to 'A' level. The vacancy arises from the secondment of a permanent member of staff.
Salary: LII Scale, £8,462 to £10,431 p.a. with appropriate placing according to the Burnham Report.

DEPARTMENT OF MANAGEMENT & BUSINESS STUDIES

## Temporary LII in Business Studies

Required from 1st September, 1982 (for two academic years during secondment of present incumbent), to teach a range of business studies subjects, but principally Law and Accounts at all levels from B.E.C. General to Higher Diploma level. There may also be a considerable involvement with a full-time M.S.C. A.A.T. course.
Applicants should preferably be graduates or possess relevant professional qualifications, with industrial experience.
Salary: £8,462–£10,431 p.a. depending on qualifications and experience (under review).

FOOD AND FASHION DEPARTMENT

## Lecturer Grade I in Catering Subjects

Required as soon as possible a member of staff able to offer either of the following:
(a) Professional Cookery
(b) Food Service
Applicants should possess suitable professional qualifications and good trade experience.
Salary: £6,084–£8,658 p.a. depending upon qualifications and experience (under review).
Application form and further details may be obtained from: The Acting Principal, Grimsby College of Technology, Nuns Corner, Grimsby, South Humberside DN34 5BQ. Tel. 0472 79292.
Full and fair consideration will be given to all disabled applicants.
Closing date 26 April, 1982.

## SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION

**DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES**

# PRINCIPAL LECTURER IN INSURANCE

**Post No 2.10**

Required for 1 September, 1982, the main responsibilities being the organisation and development of the Insurance section within the department of Business and Management Studies plus teaching on courses leading to the professional examinations of the CII. The ideal applicant will be a Fellow of the CII with broad experience within the insurance industry plus teaching experience, preferably in a College of Further Education.

**Salary Scale £11,286 to £12,591 bar to £14,238**

# LECTURER II IN DATA PROCESSING

**Post 4.24**

Required for 1st September, 1982.
The person appointed will be expected to teach on a range of Business Computing Courses and should have commercial Data Processing experience and a knowledge of Cobol.
**Salary Scale £6,462 to £10,431 per annum.**
**Further details and application forms can be obtained from the Principal, Suffolk College, Rope Walk, Ipswich IP4 1LT, to whom completed forms should be returned within fourteen days of this advertisement. Please send a large s.a.e. and quote post number.**

**Suffolk** County Council

## CRICKLADE COLLEGE, ANDOVER HAMPSHIRE SP10 1EJ

All posts available as from 1st September in this purpose-built tertiary college.

**LECTURER GRADE II (£6462 – £10431)** Micro Electronics to teach on a range of electronics courses including TEC/A Level and short courses concerned with industrial application of microprocessors

**LECTURERS GRADE I (£6034 – £6658)** to teach in the following areas:–

**Business Studies** – at least two subjects from Law, Accounting, Business Administration, Industrial Relations

**Catering Studies** – food preparation and related subjects on C & G 706/1 and 708/2

**ESN (M)** – a one year full time course for ESN (M) school leavers

**Geography/Environmental Studies** – Geography at A and O Level and contribute to GCE courses in Environmental Studies and Geology and to the TEC Communications programme

**Mathematics** –at all stages up to A Level

**Sociology and Government and Political Studies** – in GCE and TEC courses

**Textiles and Dress** – for A Level; Needlecraft Skills for students on HMFC course and another specialism will be sought – e.g. fabric/silk screen printing

Enthusiasm for extra curricular activities and an interest in the college's pastoral care system and complementary studies courses will be welcomed.

**Further details and application forms available from the Principal, Cricklade College, Charlton Road, Andover, Hants. SP10 1EJ (Tel: Andover 63311). Please apply at once – it is hoped to appoint in May.**

**Humberside County Council**
**Hull College of Further Education**
Principal: A. Tuck, B.Sc., C.Eng., M.I.E.E., M.I.E.R.E.

## Head of Goole Centre

The Goole Centre became part of Hull College of Further Education in 1977 and is situated approximately 30 miles from the main College site. Since 1977, the Centre has been able to increase its course provision and now offers Adult Education, MSC and basic F.E. courses to the populace of Goole.

The successful applicant will be responsible – under the supervision of the Principal, for the co-ordination and development of the academic and related activities of the Centre and as a member of the College's Senior Management team, will be required to contribute to the formulation of College policy.

The post, will be graded from September 1982, and applicants should possess an academic background together with management experience, preferably in an academic environment.

**Initially salary Head of Department Grade II – £10,707–£12,186 per annum. Starting salary will depend upon age, qualifications and experience.**

Application forms and further particulars are available from the Administrative Officer (Personnel), Hull College of Further Education, Queen's Gardens, Hull HU1 3DQ. Telephone (0482) 29453 (Ext. 236). Closing date 7th May, 1982.

Full and fair consideration will be given to all disabled applicants.

hcfe Hull College of Further Education

## COLLEGES OF FURTHER EDUCATION
continued

### EAST SUSSEX

**LEWES TECHNICAL ACCIDENTAL**
Required for 1st September 1982

DEPARTMENT OF BUSINESS EDUCATION
Lecturer (Gr.I) in Secretarial Studies.

3. DEPARTMENT OF ENGINEERING, SCIENCE & CONSTRUCTION:
Lecturer (Gr. I) in Mathematics – up to GCE 'A' 2 TEC levels. b) Lecturer (Gr. I) in Electronics and Electrical Engineering TEC & GCE courses including micro-processor applications.

3. DEPARTMENT OF GENERAL STUDIES: Lecturer (Gr.I) in Modern Languages and Liberal Studies. Ability to teach German with subsidiary French, EFL and Liberal Studies.

Salary Scale lecturer Grade I £5034 - £6658 p.a.

Application forms and further particulars from The Principal, Lewes Technical College, Mountfield Road, Lewes, East Sussex. Telephone Lewes 6131. (449800) 330086

### CLEVELAND

**LONGLANDS COLLEGE of Further Education**
Applications are invited for the following posts, starting to commence 1st September 1982:

LECTURER II IN WELDING & FABRICATION
Candidates must be adept in modern Welding/Fabrication techniques, and be in possession of a Teacher Training Certificate. City & Guilds welding desirable advantage.

2. LECTURER I posts in GENERAL STUDIES
One post qualification in English would be preferred for one of these posts.

A person with a broad background and versatile approach is sought for the other, who would be willing to develop new skills as stated in the further particulars to be supplied.

3. LECTURER I posts in VOCATIONAL PREPARATION

Salary Scale: Lecturer II £6462 - £10431. Lecturer I £5034 - £6658

Application forms and further particulars are available from The Principal, Longlands College, Dunning Street, Middlesbrough, Cleveland, TS4 2LW to whom completed application forms should be returned within 14 days of the appearance of this advertisement. (455681) 220026

### LONDON BOROUGH OF HARINGEY

## TOTTENHAM COLLEGE OF TECHNOLOGY

**High Road, London N15 4RU**
**Telephone: 01-802 3111**
Principal: J. R. Parry Williams, MSc. PhD. FRES. FIBiol

## DEPARTMENT OF ENGINEERING

Required from 1st September, 1982:

### LECTURER GRADE I to teach ELECTRICAL INSTALLATION Subjects

Applications are invited from suitably qualified persons to teach a range of subjects to Electrical Installation courses.
**Salary: LECTURER GRADE I**
Within the range of £5,793 to £9,417 per annum inclusive of London Weighting. (Starting salary above the minimum may be paid according to qualifications and experience.)
100% of approved removal expenses may be paid to the successful candidate.
**Application forms and further details from the Vice Principal (JHS) stamped addressed envelope please, returnable within 14 days of the advertisement.**

### London Borough of Havering

## HAVERING TECHNICAL COLLEGE
## Lecturer II
(£6,960–£10,929 p.a. inclusive)

### MANAGEMENT ACCOUNTING

To teach management accounting and related subjects to Professional and Business Education Council courses. An interest in Micro Computers would be preferred.

### NURSERY NURSING

To act as Course Tutor for the full-time Nursery Nursing Course (NNEB) teaching Child Development and possibly some Health Studies.

### Lecturer I
(£5,632–£9,156 p.a. inclusive)

### BEAUTY/HAIRDRESSING or BEAUTY/BOARDWORK

To teach up to C & G standards. Candidates should be qualified, have industrial experience and be prepared to contribute to further developments in Beauty work.

### BUSINESS STUDIES

To contribute to a developing programme of BEC General and National courses.

### CATERING

To develop MSC Courses and CGLI 706/1.

### CHILD DEVELOPMENT AND CHILD CARE PRACTICE (TEMPORARY)

To contribute to NNEB Courses for at least two terms.

### COMMUNITY CARE

To teach Health Studies and/or Social Services.

### SECRETARIAL AND OFFICE STUDIES
**(Three Posts)**

To teach Shorthand, Typewriting, Audio-typewriting, Secretarial Duties, and Office Practice up to advanced levels on a variety of courses.

### SOCIAL SERVICES
**(Temporary for one Year)**

To teach theory and practice of social services to students on courses including the Certificate in Social Services and the full-time Foundation Course in Community Care, preferably with Social Services qualifications.

### STATISTICS AND MATHEMATICS

To teach 'O' and 'A' Level courses mainly. A working knowledge of Computing would be an advantage.

Applications are invited for the above posts which will be available from September 1982. The salaries are under review and placement is given in relation to qualifications and experience. Preference will be given to applicants with good academic and teaching qualifications especially in the case of the senior posts. Professional and business experience is also valuable.

**Write for details and application form enclosing a stamp to the Principal, Ardleigh Green Road, Hornchurch, Essex RM11 2LL.**

Applications should be returned before 4th May, 1982.

### HERTFORDSHIRE

**COUNTY COUNCIL**
**WARE COLLEGE**
Scotts Road, Ware.
LECTURER II IN BUSINESS COMMUNICATIONS to teach Business Communications to students following BEC Secretarial and other courses which are predominantly Business subjects. Salary range under review plus Inner London allowance. Responsibility allowance may be payable.
Further particulars and application forms are available from the Principal, enclosing a S.A.E. to whom applications should be returned within two weeks of this advertisement. (37838) 220026

### STAFFORDSHIRE

**EDUCATION COMMITTEE**
**STAFFORD COLLEGE OF FURTHER EDUCATION**
Lecturer I (Nursing Studies) £5034 - £6658 pa
Application forms and further particulars are available from the Chief Officer, Staffordshire Education Committee, Stafford ST16 2LU. Please quote reference number 1/82/NS. Closing date 30th April, 1982. (455681) 220026

# Somerset

## SOMERSET COLLEGE OF ARTS AND TECHNOLOGY, TAUNTON

For September 1982:

**DEPARTMENT OF BUILDING AND SURVEYING**

### POST B1 LECTURER I

To teach Mathematics and Science on TEC Certificate and Diploma programmes. An interest in the use of computers will be an advantage. Applicants should have a graduate qualification or equivalent and preferably be teacher trained.

### POST B2 LECTURER II

To teach Technology and a second subject from Site Surveying, Structural Mechanics or Measurement on TEC Certificate, Diploma and Higher Certificate programmes. Preference will be given to applicants with a professional qualification in building, civil engineering or surveying. Good industrial experience essential. Previous teaching experience desirable.

**DEPARTMENT OF HUMANITIES AND SCIENCE**

### POST H1 LECTURER I in ENVIRONMENTAL SCIENCE/ GEOLOGY/GEOGRAPHY

A graduate preferably with teacher training and relevant experience to teach 'O' and 'A' level courses in the above subjects and Environmental Studies for TEC Certificate and Diploma Courses.

**DEPARTMENT OF GENERAL AND COMMUNICATION STUDIES**

### POST G1 LECTURER I IN GENERAL AND COMMUNICATION STUDIES

To teach a wide range of vocational students including those on craft courses. Some teaching on MSC courses may be required.

**DEPARTMENT OF ENGINEERING**

### POST E1 LECTURER II In ENGINEERING SUBJECTS

Required now, although 1 September 1982 is an acceptable starting date. The appointment is concerned primarily with teaching Electrical Engineering subjects up to TEC level 3, and Project Work on various courses for which Electrical Power Engineering experience would be an advantage. Appropriate qualifications at Higher National Certificate level or equivalent at least are essential together with relevant industrial and teaching experience.

### POST E2 LECTURER I In COMPUTING

The appointment is concerned with teaching of Computing subjects on the BEC/TEC Diploma in Computer Studies, Computer Science for 'O' and 'A' level courses and Computing subjects for other TEC and BEC courses. Appropriate qualifications to at least Higher National Diploma or equivalent are essential and some previous teaching experience or a teacher training qualification together with industrial or commercial experience are desirable.

**DEPARTMENT OF CATERING AND COMMUNITY SERVICES**

### POST CCS1 LECTURER I In HAIRDRESSING STUDIES

The successful candidate will be required to teach professional hairdressing and related subjects to students taking City and Guilds courses. Applicants should be suitably qualified and a teachers certificate is highly desirable.

### POST CCS2 LECTURER I In FAMILY AND COMMUNITY STUDIES

Ideally candidates should have teaching experience, preferably with the 16-plus age group and experience in the social sciences would be desirable. The successful candidate will take part in the teaching of young people on two year full-time further education courses, who are preparing for entry to the personal social services, family care or health services. It is expected that the teaching will be mainly in the areas of Family and Community Studies and Family Economics. A knowledge of Human Biology and of the development and psychology of children will also be an advantage.

### POST CCS3 LECTURER I In COMMUNITY AND RESIDENTIAL CARE

Candidates should have good recent experience of work in local or residential personal social services and should preferably have a professional qualification in residential or social work. Teaching experience with the 16-plus age group will be an advantage. The successful candidate will be expected to take part in the teaching of young people on two year full-time further education courses.

**DEPARTMENT OF BUSINESS STUDIES**

### POST B1 LECTURER I In SECRETARIAL STUDIES

To teach Shorthand (Pitman 2000), Typewriting and associated subjects.

**For application forms and further details, please send sae bearing post number to the Chief Administrative Officer, Somerset College of Arts and Technology, Wellington Road, Taunton, Somerset TA1 5AX. Closing date for completed applications 30 April 1982.**



## COLLEGES OF FURTHER EDUCATION
continued

### BEDFORDSHIRE
**EDUCATION SERVICE**

**DUNSTABLE COLLEGE**

The post would be suitable for a person with a degree in Mathematics and Head of Sociology Services. Candidates should possess appropriate qualifications and practical experience. It is a teaching certificate. The person appointed will be required for the Social Science Course.

**LECTURER II IN SOCIAL SCIENCE**

This post would be suitable for a person with a degree in Mathematics – up to GCE 'A' 2 TEC levels. b) Lecturer (Gr. I) in Electronics and Electrical Engineering TEC & GCE courses including micro-processor applications.

3. DEPARTMENT OF GENERAL STUDIES: Lecturer (Gr.I) in Modern Languages and Liberal Studies. Ability to teach German with subsidiary French, EFL and Liberal Studies.

Salary Scale: Lecturer II £6462 - £10431. Lecturer I £5034 - £6658

Application forms and further particulars from The Principal, Dunstable College, Kingsway, Dunstable, LU5 4HG. Telephone: 0582-69451 (07183) 350026

### BERKSHIRE

**LANGLEY COLLEGE OF FURTHER EDUCATION**

Applications are invited for the following posts commencing 1st September, 1982:

**LECTURER II IN SOCIAL SCIENCE**

The post would be suitable for a person with a degree in Sociology and Head of Sociology Services. Candidates should possess appropriate qualifications and practical experience. It is a teaching certificate. The person appointed will be required for the Social Science Course.

**LECTURER I IN EFL/TESL AND REMEDIAL ENGLISH**

Applicants should have a degree, experience in the teaching of English as a Second Language and also in remedial English for non-native speakers.

Salary Scales (under review)

Lecturer II £6,675 - £10,644
Lecturer I £5,247 - £8,871

Berkshire has a scheme for assisting with removal expenses in certain circumstances on an annual basis. Equal opportunities employer.

Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough, SL3 8BY. Closing date for receipt of applications 5th May, 1982. (455644) 330026

### BOURNEMOUTH

**BOURNEMOUTH AND POOLE COLLEGE OF FURTHER EDUCATION**
Faculty of Science and Technology

**HEAD OF SCIENCE MATHEMATICS AND COMPUTING**
**SENIOR LECTURER IN APPLIED COMPUTING**

Applications are invited for appointment to this key position which will encompass organisational and teaching responsibilities both within the Department and on a College-wide basis. Leading involvement in areas of curriculum development, business/industrial liaison, provision of short courses, computing, computer-aided teaching and learning and computer literacy are important facets of this post.

Preference will be given to graduate candidates with experience of education and with business/industrial experience in computer applications.

**LECTURER GRADE I IN COMPUTING**

2 posts (ST 4066 and 4067 Applications are invited from appropriately qualified individuals to undertake as Lecturer Grade I in Computing. Applicants should be familiar with commercial applications, main-frame and micro-computers; preference will be given to candidates with teaching experience.

**DEPARTMENT OF BUILDING AND TECHNOLOGY**
**LECTURER GRADE II IN ELECTRONICS & COMPUTER BASED SYSTEMS** (ST 3031)
Applications are invited for the above to develop a specialist input into courses for technician engineers and related curriculum development.

Candidates should possess an Honours degree in electronics or equivalent qualification and have experience in the application of computer based systems.

Salaries: Senior Lecturer: £8,694 - £9,825 plus £618 pa Lecturer Grade II: £6462 - £10431 p.a. Lecturer Grade I: £5034 - £6658 p.a.

Application forms and further details available from Principal's Secretary, North Road, Poole, Dorset. Tel: 0202 747600. Forms to be returned within 2 weeks of the date of this advertisement. (37468) 220026

### BROMLEY

**BROMLEY COLLEGE OF TECHNOLOGY**
Department of Engineering
01-462 6837

Lecturer II required to teach General and Communications Engineering to TEC Certificate and Craft students. The ability to teach Life and Social Skills would be an advantage.

Salary in the range £5,034 - £8,658 (under review) plus £498 London Allowance.

Please telephone for details and application form which should be returned as soon as possible. (377751) 220026

### CALDERDALE

**METROPOLITAN BOROUGH EDUCATION DEPARTMENT CALDERDALE COLLEGE OF FURTHER EDUCATION**
Francis Street, Halifax HX1 3LX
Tel. Halifax 58921

**DEPARTMENT OF BUSINESS STUDIES**

Applications are invited for the following posts, duties to commence from 1st September 1982:

**SENIOR LECTURER I**
Accept overall responsibility for the Secretarial Section of the Department, to include the oversight of Secretarial Skills teaching, the curriculum development for Secretarial courses and to lead the team of full and part-time Secretarial lecturers.

**LECTURER II in Secretarial Studies** to include Shorthand and Typewriting. An interest in Audio-typing and Office Practice and the Modern Electronic Office would be an advantage.

Ralph Burnham F.E. scale. Application forms and further details are available from the Principal at the College. All requests must be accompanied by a s.a.e. and further and must be included when submitting an application if an acknowledgment of receipt of application form is required.

The closing date for applications is 26th April 1982. Applicants who have not received a communication from the College by 31st May 1982 can assume that the vacancy has been filled. (42355) 220026

### CAMBRIDGESHIRE

**COLLEGE OF ARTS AND TECHNOLOGY**

**LECTURER II IN RADIO COMMUNICATIONS**

Required for September 1982 to teach radio communications engineering, electronics and mathematics on TEC certificates and Higher Certificate courses.

Candidates should have a degree or equivalent qualifications and preferably corporate membership of IERE or IERE industrial experience in the radio communications engineering industry is essential, and teaching experience would be an advantage.

**LECTURER I IN ELECTRONIC PRACTICE**

Required from January 1983 to teach electronic practice and servicing on C&G 224 and TEC Certificate/Diploma courses in Electronics.

Applicants should hold Electronics Certificate and BSc Part III and preferably HNC in Electronic Engineering. Industrial experience with an electronics servicing department is essential, teaching experience would be an advantage.

**TEMPORARY LECTURER I IN ELECTRONICS**

Required for one year from September 1982 to teach Electronics and Mathematics to TEC Certificate/Diploma Courses in Electronics and Telecommunications.

Candidates should have industrial experience in the electronic telecommunications industry and preferably should have a degree or equivalent qualifications and teaching experience.

**LECTURER II IN ELECTRICAL INSTALLATIONS**

Required for September 1982 to teach Electrical Installation regulations, practice and science to C&G 236/235.

Candidates should hold C&G Certificate, and preferably HNC/HTC in Electrical Engineering. Industrial experience in the electrical contracting industry is essential and teaching experience would be advantageous.

Salary scales: £5034 - £6658 - £6462 - £10431, starting points depending on qualifications and experience.

Further particulars available from Head of Department of Engineering, CoTAT, Cambridge, CB1 2AJ (Tel: Cambridge 63271, ext. 234/5/6) to whom forms should be returned by 30th April 1982. (43000) 220026

### CHESHIRE

**EDUCATION COMMITTEE**

**MACCLESFIELD COLLEGE OF FURTHER EDUCATION**

Required for September 1982

**LECTURER II TO TEACH GERMAN & FRENCH** on a range of GCE and In-Plant courses and to co-ordinate the modern language teaching programme throughout the college.

**DEPARTMENT OF GENERAL STUDIES**

**SENIOR LECTURER FOR ENGLISH STUDIES**

to give academic leadership as Head of Section responsible for English/Communication work throughout the college.

**LECTURER I FOR NURSING AND HEALTH STUDIES** to teach Human Growth and Development, Health and Physical Care, and assist in Studies and to assume Course Tutor responsibilities.

**DEPARTMENT OF TECHNOLOGY & SCIENCE**

**LECTURER II** to teach, develop and administer **PHYSICAL SCIENCE** across a range of courses.

Application forms and further details (SAE please) from: The Principal, Macclesfield College of Further Education, Park Lane, Macclesfield, Cheshire SK11 8LF.

Closing date for completed applications 7 May 1982. (43061) 220026

### CHESHIRE

**EDUCATION COMMITTEE**
**HALTON COLLEGE OF FURTHER EDUCATION**
Kingsway, Widnes, Cheshire Tel: 051 423 1461

**LECTURER II IN BUSINESS EDUCATION**
(Special responsibility for YOPS and BEC General courses)
1st Secretarial Studies
1st Computer Studies
To join a team teaching GCE 'O'/'A'
1st Industrial Measurement and Control/Electronics
1st Civil Engineering and Pneumatics (with special responsibility for Robotics Application and Production courses)
Starting Salary £6,462 (under review) Principal, Halton College of Further Education, Kingsway, Widnes, Cheshire WA8 7QQ. Closing date 30th April 1982. (42855) 220026

### CHESHIRE

**EDUCATION COMMITTEE**
**COLLEGE OF FURTHER EDUCATION**
**DEPARTMENT OF COMMUNITY SERVICES, FOOD AND HAIRDRESSING**

**LECTURER I** in Hairdressing required September 1982 to teach City & Guilds Ladies' Hairdressing.

Salary £5,034 to £8,658 p.a.

Closing date 30th April, 1982.

Application forms and further details from Principal, Halton College of Further Education, Kingsway, Widnes, Cheshire WA8 7QQ. (42855) 220026

### CHESHIRE

**EDUCATION COMMITTEE**

**MACCLESFIELD COLLEGE OF FURTHER EDUCATION**

Required for September 1982

**LECTURER II TO TEACH GERMAN & FRENCH** on a range of GCE and In-Plant courses and to co-ordinate the modern language teaching programme throughout the college.

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**SENIOR LECTURER FOR ENGLISH STUDIES**

to give academic leadership as Head of Section responsible for English/Communication work throughout the college.

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Application forms and further details (SAE please) from: The Principal, Macclesfield College of Further Education, Park Lane, Macclesfield, Cheshire SK11 8LF.

Closing date for completed applications 7 May 1982. (43061) 220026

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**EDUCATION COMMITTEE**
**HALTON COLLEGE OF FURTHER EDUCATION**
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(Special responsibility for YOPS and BEC General courses)
1st Secretarial Studies
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To join a team teaching GCE 'O'/'A'
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Starting Salary £6,462 (under review) Principal, Halton College of Further Education, Kingsway, Widnes, Cheshire WA8 7QQ. Closing date 30th April 1982. (42855) 220026

### CHESHIRE

**EDUCATION COMMITTEE**
**CHESTER COLLEGE OF FURTHER EDUCATION**
Eaton Road, Handbridge, Chester CH4 7ER

**FULL-TIME POSTS FOR SEPTEMBER 1982**

**LECTURER II IN LECTURER I COMPUTING**

Part of a newly created separate unit.

Lecturer II Modern Languages

Lecturer II Life & Social Skills

Lecturer I Home Economics

Lecturer I Telecommunications Electrical Engineering

Lecturer I Carpentry & Joinery

Lecturer I Art

drawing and painting to 'A' level.

Lecturer I Physical Recreation

Salary Scale Lecturer I £5,034 - £6,658

Lecturer II £6,462 - £10,431

Application forms and further particulars from the Principal, to reach us by, or stamped, addressed, foolscap envelope, Forms to be returned by 4th May 1982 (455644) 330026

### CLEVELAND

**CLEVELAND TECHNICAL COLLEGE**
Redcar

**APPOINTMENT OF LECTURER I IN PHYSICAL EDUCATION (FEMALE)**

Applications are invited for the above vacant post, due to commence as soon as possible.

The successful candidate will join an established PE Section providing a full-time programme for Full-time Courses, P.E. and Recreation servicing the wider community and the College.

Applicants should have qualifications and experience relevant to P.E. established.

Further details and application forms are available by applying in WRITING to the Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland. TS10 1EZ to whom completed forms should be returned within 14 days of the appearance of this advertisement. (455677) 220026

### CLEVELAND

**KIRBY COLLEGE OF FURTHER EDUCATION**
Roman Road,
Middlesbrough, Cleveland
Tel 813706

Applications are invited for the following posts to commence 1st September 1982 or as soon as possible thereafter:

**PRINCIPAL LECTURER** in Physical Education. The successful candidate will be required to assist the Head of Department in part-time courses in the Department.

The main areas of work relate to Human Biology (C.S.E., 'O'/'A' Level) and Athletics to Diploma level, and specialities in Gymnastics and Canoeing to Recreative and Leisure Studies level.

The successful candidate will be required to contribute to the College's Recreative and Social programme of Clubs and activities.

Applicants should possess relevant teaching and academic qualifications and must have extensive teaching experience up to GCE Advanced level standard.

**Salary** as per PE Burnham Committee scales for A Lecturer II £6462 - £10431 per annum plus London Allowance £498 per annum.

Further details and application forms obtainable from the Principal's Secretary, Kirby College of Further Education, Cleveland Road, Middlesbrough, Cleveland Tel. No. 01-426 0130 to whom completed forms must be returned within 14 days of the appearance of this advertisement. (455677) 220026

Full and fair consideration will be given to all disabled applicants. (45682)

### CLEVELAND

**CLEVELAND COMMITTEE FOR FURTHER EDUCATION**

**APPOINTMENT OF LECTURER I IN COMPUTING/MICROPROCESSOR**

Applications are invited for the above post with appropriate qualifications and/or industrial experience.

Duties to include computing/microprocessor field. Duties to commence 1st September, 1982, or as soon as possible thereafter.

Ideally candidates should possess a knowledge of both low level language and experience in the use of computer technology in industry.

**Salary** Scale lecturer I £5,034 to £6,658.

Further particulars and application forms are available from the Principal, Cleveland College of Further Education, Harrowgate Lane, Stockton, Cleveland TS18 4PW, by whom completed forms should be returned within 14 days of the appearance of this advertisement. (455677) 220026

### DORSET

**SOUTH DORSET TECHNICAL COLLEGE**
Newstead Road, Weymouth, Dorset DY4 0DX

The following Lecturers are required for September 1982:

**LECTURER II** to Computer Studies/Science, Lecturer to teach in Microelectronic Engineering.

Lecturer (Grade II) in Computation and Food Service.

Lecturer (Grade I) in Secretarial Studies including WORD PROCESSING (Two posts).

Ref: 832. To teach COMMUNICATION and GENERAL STUDIES to a variety of courses. Experience of and an interest in Computer Literacy across the curriculum an advantage. Teacher trained graduate with experience or qualifications in Computing and Social Sciences, Art, Music, R&E/EFL, Social and Life Skills.

Ref: 831. To teach MATHEMATICS and STATISTICS to 'A' level students but with some level work in Computer Studies. Teacher trained graduate sought.

Ref: 833. To teach ENGLISH (up to 'A' in connection with some use of English or similar work, to Overseas graduate sought.

Ref: 834. To teach MOTOR VEHICLE SUBJECTS. Temporary post for one year to replace a colleague on sabbatical leave.

Salary scales (including London Allowance) - under review.

Lecturer Grade II - £6,462 - £10,998

Lecturer Grade I - £5,034 - £6,658 (initial placing on this scale depends on qualifications, experience).

Consideration given to assistance with removal expenses in certain circumstances, housing and two homes allowance for permanent appointment.

Application forms and further details (foolscap SAE) may be obtained by applying in WRITING to the Principal, College of Technology, Wellington Road, Bournemouth, Dorset BH8 8EB, to whom completed forms should be returned by 30th April, 1982. (45450) 220026

### CLEVELAND

**KIRBY COLLEGE OF FURTHER EDUCATION**
Roman Road,
Middlesbrough, Cleveland
Tel 813706

Applications are invited for the following posts to commence 1st September 1982 or as soon as possible thereafter:

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The main areas of work relate to Human Biology (C.S.E., 'O'/'A' Level) and Athletics to Diploma level, and specialities in Gymnastics and Canoeing to Recreative and Leisure Studies level.

The successful candidate will be required to contribute to the College's Recreative and Social programme of Clubs and activities.

Applicants should possess relevant teaching and academic qualifications and must have extensive teaching experience up to GCE Advanced level standard.

**Salary** as per PE Burnham Committee scales for A Lecturer II £6462 - £10431 per annum plus London Allowance £498 per annum.

Further details and application forms obtainable from the Principal's Secretary, Kirby College of Further Education, Cleveland Road, Middlesbrough, Cleveland Tel. No. 01-426 0130 to whom completed forms must be returned within 14 days of the appearance of this advertisement. (455677) 220026

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**APPOINTMENT OF LECTURER I IN PHYSICAL EDUCATION (FEMALE)**

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The successful candidate will join an established PE Section providing a full-time programme for Full-time Courses, P.E. and Recreation servicing the wider community and the College.

Applicants should have qualifications and experience relevant to P.E. established.

Further details and application forms are available by applying in WRITING to the Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland. TS10 1EZ to whom completed forms should be returned within 14 days of the appearance of this advertisement. (455677) 220026

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Newstead Road, Weymouth, Dorset DY4 0DX

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Lecturer (Grade I) in Secretarial Studies including WORD PROCESSING (Two posts).

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Ref: 834. To teach MOTOR VEHICLE SUBJECTS. Temporary post for one year to replace a colleague on sabbatical leave.

Salary scales (including London Allowance) - under review.

Lecturer Grade II - £6,462 - £10,998

Lecturer Grade I - £5,034 - £6,658 (initial placing on this scale depends on qualifications, experience).

Consideration given to assistance with removal expenses in certain circumstances, housing and two homes allowance for permanent appointment.

Application forms and further details (foolscap SAE) may be obtained by applying in WRITING to the Principal, College of Technology, Wellington Road, Bournemouth, Dorset BH8 8EB, to whom completed forms should be returned by 30th April, 1982. (45450) 220026

### DUDLEY

**METROPOLITAN BOROUGH OF DUDLEY**

**DUDLEY COLLEGE OF TECHNOLOGY**

**PRINCIPAL LECTURER IN ELECTRONICS**

£11,286 - £14,238 (under review) to be responsible for Head of Electrical Engineering Section. Specialist in Electrical Engineering and Science.

Application forms/details (foolscap SAE) from Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. Return by 30th April. (45105) 220026

### ENFIELD

**LONDON BOROUGH OF ENFIELD**
**ENFIELD TECHNICAL COLLEGE**
Principal: W. A. G. Baston, M.Sc.(Eng.), F.I. Prod. E., FRSA
Required from 1st September, 1982:

**FULL-TIME POSTS FOR SEPTEMBER 1982**

**LECTURER II & LECTURER I COMPUTING**

Part of a newly created separate unit.

Lecturer II Modern Languages

Lecturer II Life & Social Skills

Lecturer I Home Economics

Lecturer I Telecommunications Electrical Engineering

Lecturer I Carpentry & Joinery

Lecturer I Art

drawing and painting to 'A' level.

Lecturer I Physical Recreation

Salary Scale Lecturer I £5,034 - £6,658

Lecturer II £6,462 - £10,431

Application forms and further particulars from the Principal, on receipt of a stamped, addressed, foolscap envelope. Forms to be returned by 4th May 1982 (455644) 330026

### ESSEX

**BRAINTREE COLLEGE OF FURTHER EDUCATION**
The following vacancies for full-time staff are open for suitably qualified and experienced persons from 1st September 1982:

**LECTURER GRADE I post** in Computing.

**FLM & SOCIAL SKILLS/ GENERAL STUDIES 2 posts**

**OFFICE PRACTICE/ SECRETARIAL WORK & AUDIO-TYPEWRITING/RETAIL DISTRIBUTION/SHORTHAND & DATA-PROCESSING 1 post** to act as Course Co-ordinator for Retailing Courses.

**ELECTRICAL/ELECTRONICS / CARPENTRY & JOINERY 1 post**

**BUSINESS GRADE I IN BUSINESS STUDIES**

The successful applicant will be required to teach one or more of the following subjects: Motor Vehicle Maintenance, Woodwork, Metalwork, Electronics to GCE and TEC Certificate level and to contribute to the teaching of Computing topics on other courses.

Application forms together with further details of the post may be obtained on request, by a stamped, self-addressed foolscap envelope from the Principal, The College of Further Education, Braintree, Essex CM7 7AT. Closing date for receipt of completed applications 30th April, 1982. (45677) 220026

### ESSEX

**CHELMSFORD COLLEGE**
Principal: Dr. J. Hall, M.A., Ph.D.

**LECTURER GRADE I IN COMPUTER SCIENCE**

Applications are invited for the above post with the ability to offer business oriented courses to the 16-plus age group. Applicants should have a degree qualification or the equivalent and preferably have relevant teaching and industrial/commercial experience. Teacher training is also desirable.

Salary: Lecturer Grade II £6,462 - £10,431 Lecturer Grade I £5,034 - £6,658 per annum.

Further particulars are available from the Principal at the College to whom completed application forms should be returned by 30th April, 1982.

Ref: 82/118 (45677) 220026

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Salary: Lecturer Grade II £6,462 - £10,431 Lecturer Grade I £5,034 - £6,658 per annum.

Further particulars are available from the Principal at the College to whom completed application forms should be returned by 30th April, 1982.

Ref: 82/118 (45677) 220026

### ESSEX

**FARNHAM TECHNICAL COLLEGE**

**DEPARTMENT OF BUSINESS AND GENERAL STUDIES**

**REQUIRED 1st SEPTEMBER 1982**

**LECTURER GRADE I** to teach Secretarial Studies and Computer Studies.

**LECTURER GRADE I** to teach Business Studies and Computer Studies.

Applications are invited from suitably qualified persons for the above posts which will be available from September 1982. The salaries are under review and placement is given in relation to qualifications and experience. Preference will be given to applicants with good academic and teaching qualifications especially in the case of the senior posts. Professional and business experience is also valuable.

Write for details and application form enclosing a stamp to the Principal, Farnham College of Technology, King's Road, Reading. RG1 4HJ. Applications should be returned within 14 days of the appearance of this advertisement. A stamped and addressed envelope should be enclosed.

### Berkshire County Council

## READING COLLEGE OF TECHNOLOGY

Applications are invited from suitably qualified candidates for the following posts, available from 1st September, 1982. Industrial experience and teaching qualification are desirable for all posts:

**Department of Science, Mathematics & Computing**
Lecturer I in Biology to share in the general work of the Biological Science Section. An interest in plant sciences

## COLLEGES OF FURTHER EDUCATION

continued

### LANCASHIRE

**COUNTY COUNCIL**
Education Department
ACCRINGTON AND
ACCRINGTON COLLEGE
1st September 1982

**LECTURER GRADE I**
**N.N.E.B/CARE COURSES**

Forms/further details from/to: District Education Officer, Education Office, Bank House, Accrington (SAE Please).

**NELSON AND COLN COLLEGE**

Scotland Road, Nelson
September 1982
**LECTURER I**

Lecturer/Curator for the Rachel Kay Shuttleworth Collection of textiles housed at Gawthorpe Hall, near Burnley. Applicants should have a thorough knowledge of history of textiles and clothes, possess a degree or equivalent qualification and preferably some museum experience.

Forms/further details from/to: The Chief Administrative Officer, Nelson and Colne College, Scotland Road, Nelson (SAE please)

Closing date for the above two posts: 26th April, 1982. (4362)
220026

### LEICESTERSHIRE

**CHARLES KEENE COLLEGE, LEICESTER**
**EDUCATION**
Painter Stainer Leicester
LE1 5WA

Applications are invited for the following appointments, duties to commence 1st September, 1982:

**SENIOR LECTURER - ELECTRICAL ENGINEERING** (specialism - Electronics). Applications are invited for the above full-time post to be responsible to the Head of Department for the teaching and administration of electronics courses (TEC, CGLI and EMEU Examination Boards).

**LECTURER I - MECHANICAL ENGINEERING** required to teach all subjects for the 200 series (Mechanical Engineering) and Craft Studies courses, and special courses provided under the Government's Initiative. Candidates must have knowledge of machine shop experience and of teaching qualifications. Minimum technical qualifications: O Level/Technicians' Certificate in Mechanical Engineering or equivalent.

**LECTURER - MOTOR VEHICLE ENGINEERING** - required to teach all subjects for the City & Guilds 381 Motor Vehicle Craft Studies courses and schemes of work provided under the New Training Initiative. The successful candidate will be required to offer subjects for other aspects of the work. Experience would be advantageous. Candidates must have a good practical background with experience in all aspects of motor vehicle work. A teaching qualification or experience an advantage.

**LECTURER I - to teach SOCIAL AND LIFE SKILLS** to young people on various training programmes. Duties to include work with General and Communication Studies. Applicants will demonstrate a commitment to curriculum innovation and an understanding and imaginative response to the problems of the 16 - 19 age group.

**TEMPORARY LECTURER** (for one year only) - to teach at least two of Economics, Geography and History to GCE classes.

**LECTURER I - DANCE/DRAMA** - to develop a properly based dance/drama studies course with special emphasis on working with young unemployed people.

**LECTURER I - to teach LEAP/ACCOUNTS**, and to contribute to vocational preparation courses for adults aged 16 - 19.

**TEMPORARY LECTURER CHEMISTRY** - required for academic year session 1982/83. Applicants should have a degree and teaching up to G.C.E. A level and HNC level. Previous teaching experience preferred.

Application forms and further particulars of these posts are obtainable on receipt of s.a.e. from the Registrar, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (45863). 220026

### NORTH CHESHIRE

**NORTH CHESHIRE COLLEGE**

**LECTURER II/SENIOR LECTURER**
**EDUCATIONAL COMPUTING for SALES, SECRETARIAL and BUSINESS STUDIES**

**LECTURER II**
**BUSINESS STUDIES** with responsibility for BEC Conversion Course. **SECRETARIAL STUDIES** with responsibility for courses for the Private Secretary and Executive. **ELECTRICAL AND ELECTRONIC ENGINEERING**.

**LECTURER I**
**BUSINESS STUDIES** with responsibility for BEC Conversion Course. **SECRETARIAL STUDIES** with responsibility for courses for the Private Secretary and Executive. **ELECTRICAL AND ELECTRONIC ENGINEERING**.

**LECTURER I**
**BUSINESS STUDIES** in Retail Distribution, Business Studies, Typewriting, Accounting.

Further details and forms of application from Personnel Officer, North Cheshire College, Padgbury, Warrington. Closing date 1st May, 1982. (3758)
220026

### LEICESTERSHIRE

**LOUGHBOROUGH TECHNICAL COLLEGE**
Radmoor, Loughborough, Leics. LE11 3BT

**SENIOR LECTURER - BUSINESS STUDIES**

Required 1st September 1982. To act as Coordinator for BEC courses and to contribute to the teaching of business studies to Higher National level. Applicants must hold a degree or professional qualifications and have experience in the administration of BEC courses.

**LECTURER I: BUSINESS SUBJECT (TWO POSTS)**

Applicants for these posts will be required 1st September 1982 to teach one or more of the following subjects to CGE 'A' level or BEC National level. Organisation in the Environment, Secretarial, Accounting, Marketing, Data Processing, Business Administration.

Applicants must have relevant qualification and preferably teaching experience.

Further details of these posts available when 7 days. (45394). 220026

### LEICESTERSHIRE

**HINCKLEY COLLEGE OF FURTHER EDUCATION**
London Road, Hinckley. LE10 1EQ

**LECTURER II - BUSINESS DATA PROCESSING/COMPUTING**

Applications are invited for this post for a developing area of work.

Candidates should be qualified to teach Data Processing and Computer Studies on a range of BEC, BTEC/SCOTVEC and Business Studies courses. Relevant teaching and industrial experience highly desirable.

Further details available from the principal within 14 days. (45395) 220026

### LINCOLNSHIRE

**STAMFORD COLLEGE FOR FURTHER EDUCATION**
Stamford PE9 1BN

Applications are invited for the post of Head of Department for Engineering Grade II at the Stamford College.

Application forms are available from the Principal, Stamford College for Further Education, Drift Road, Stamford (Tel: Stamford 4141).

The closing date for applications is 2 weeks after the appearance of this advertisement. (4458)
220026

### LIVERPOOL

**CENTRAL LIVERPOOL COLLEGES OF FURTHER EDUCATION**
Clarence Street, Liverpool L3 5TP

**LECTURER I/FURNITURE CRAFT**

Applications are invited from persons qualified in furniture repair and reproduction and with good practical experience, especially in the area of upholstery.

City and Guilds qualification essential to teach skills on an Occupational Selection Course for young unemployed people.

Forms available from (SAE) and returnable to the principal by 30th April, 1982.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (4554/D) 220026

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London Road, Hinckley. LE10 1EQ

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### LEICESTERSHIRE

**HINCKLEY COLLEGE OF FURTHER EDUCATION**
London Road, Hinckley. LE10 1EQ

**LECTURER II - BUSINESS DATA PROCESSING/COMPUTING**

These posts will be on normal full-time contracts.

Please specify clearly which post(s) interest you.

Salaries: Lecturer I £5,034 - £8,658 (under review)

Lecturer II £6,462 - £10,431 (under review).

Further details and an application form are available from The Principal, Hinckley College, St. Mary's Road, Hinckley, Northamptonshire. Tel: Kettering 85333. (37737)
220026

### NORTHAMPTON

**NENE COLLEGE**
Northampton

**LECTURER I IN THREE-DIMENSIONAL DESIGN AND SCULPTURAL STUDIES**

Applications are invited from persons to fill the above post which is tenable from 1st September 1982.

The person appointed must be competent to teach three-dimensional design in a variety of media to students on the Foundation Course and the DATEC Diploma Courses in Three-Dimensional Design. The work will encompass both fine art sculpture and product design.

Application forms and further details, on receipt of S.A.E. from the Dean, School of Art and Design, Nene College, St. George's Avenue, Northampton. Closing date 14th April 1982. (4458)
220026

### PLYMOUTH

**COLLEGE OF FURTHER EDUCATION**
Plymouth

Temporary teacher in HOME ECONOMICS preferably with teaching and other experience.

Salary up to £8,658 (under review from 1st April, 1982).

Details from the Registrar, Kings Road, Devonport, Plymouth. Tel: (0752) 264707, closing date within 14 days of this advert. (45439) 220026

### STOCKTON

**BILLINGHAM TECHNICAL COLLEGE**

Details of the following vacant posts are available on receipt of application forms, from The Principal, Stockton-Billingham Technical College, Harvard Avenue, Thornaby, Cleveland, TS17 6BB. Closing date for applications is 14 days after the appearance of this advertisement. Please state clearly the number of the post of which details are required.

**SE/4 LECTURER I** in the ENGINEERING DEPARTMENT to teach non-destructive testing techniques, weldment inspection and welder approval to students on craft, technician and specialist courses. This post is for an experienced engineering holding ANC/HTNC, CGLI 73C, Welding Engineer Diploma or the Institution of Welding Certificate with teacher training and experience.

**SE/5 LECTURER GRADE I** in SECRETARIAL STUDIES. Applications are invited from well-qualified and experienced secretaries, preferably with teacher training and experience to teach full-time and part-time students on a variety of secretarial courses, including those using modern office technology in Welding Assessable Units. National Nursing Service Administration Course and Medical Secretaries Course, as the College courses for NHS (Medical Secretaries and Medical Records Practice Administration).

**SE/6 LECTURER GRADE I** in GENERAL COMMUNICATION & COMMUNICATION STUDIES. This post is for a trained and experienced teacher able to take on a team of lecturers in the development of fresh approaches to the teaching of appropriate experience will be required in the public services is highly desirable. Applicants for this post may be with both full-time and part-time students, on day release, ordinary or higher TEC courses and at sandwich level, with GCE or other examination passes.

**SE/7 LECTURER GRADE I** in LIBRARY STUDIES. A qualified and experienced librarian is required to augment a diverse team of lecturers in the Library and Information Studies section. The post is for a lecturer able to teach on a variety of courses based on the needs of people in the area, ranging from the part-time day release student to the full-time professional qualification course. Experience of work with children essential. Opportunity to study for higher qualifications will be given to the successful candidate.

Salary: Lecturer I £5,034 - £8,658 (under review). Lecturer II £6,462 - £10,431 (under review).

Application forms and further particulars relating to these posts may be obtained from the Principal to whom completed applications should be returned not later than 2 weeks after the appearance of this advertisement. (45393)
220026

### NOTTINGHAMSHIRE
**COUNTY COUNCIL**

**ARNOLD AND CARLTON COLLEGES OF FURTHER EDUCATION**

**LECTURER**

**GRADE II £6462 - £10431**
**PAY AWARD PENDING**

**ELECTRICAL SECTION**

Required for 1st September, 1982, in the Department of Mining and Engineering. Applicants should be graduates and/or Chartered Engineers and should have electrical and legislative develop knowledge of subject materials and teaching methods.

The Electrical sections covers craft and T.E.C. Certificate courses in Engineering and Mining. There is also a T.E.C. Diploma Course. Subjects covered include Micro Electronics with Microprocessor control, Computer Data Processing, Business Administration.

Applicants must have relevant qualification and preferably teaching experience.

Further details of these posts available when 7 days. (45394) 220026

### NOTTINGHAMSHIRE
**COUNTY COUNCIL**

**ARNOLD AND CARLTON COLLEGES OF FURTHER EDUCATION**

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Northampton

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### PLYMOUTH

**COLLEGE OF FURTHER EDUCATION**
Plymouth

Temporary teacher in HOME ECONOMICS preferably with teaching and other experience.

Salary up to £8,658 (under review from 1st April, 1982).

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**SE/6 LECTURER GRADE I** in GENERAL COMMUNICATION & COMMUNICATION STUDIES. This post is for a trained and experienced teacher able to take on a team of lecturers in the development of fresh approaches to the teaching of appropriate experience will be required in the public services is highly desirable. Applicants for this post may be with both full-time and part-time students, on day release, ordinary or higher TEC courses and at sandwich level, with GCE or other examination passes.

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Salary: Lecturer I £5,034 - £8,658 (under review). Lecturer II £6,462 - £10,431 (under review).

Application forms and further particulars relating to these posts may be obtained from the Principal to whom completed applications should be returned not later than 2 weeks after the appearance of this advertisement. (45393)
220026

### OXFORDSHIRE

**OXFORD COLLEGE OF FURTHER EDUCATION**
Oxpens Road, Oxford OX1 1SA
Tel: Oxford (0865) 45871

**LECTURER II IN BUSINESS STUDIES**

Applications are invited from suitably qualified persons for the post of Lecturer II in Business Studies to commence 1st September, 1982. The successful candidate will have responsibility for the preparation of all secretarial students for RSA examinations in Shorthand, Typewriting and Secretarial Duties.

Salary: Lecturer II £6,462-£10,431
Lecturer I £5,034-£8,658

Starting point dependent upon qualifications and experience.

Application forms and further particulars available from the Principal, Oxford College of Further Education, Oxpens Road, Oxford OX1 1SA. Closing date 2 weeks after appearance of advertisement. (45393) 220026

### WALTHAM FOREST

**WALTHAM FOREST COLLEGE**
**DEPARTMENT OF GENERAL STUDIES**

Part-time Day Lecturers required to teach Life and Social Skills and Communication to 14 - 16 year old students on Youth Opportunities Scheme and Unified Vocational Preparation.

Write or phone the Head of Department, General Studies Section, Waltham Forest College, Forest Road, London E17 4JB. Closing date 2 weeks after appearance of this advertisement. (45393) 220026

### PLYMOUTH

**COLLEGE OF FURTHER EDUCATION**
Plymouth

Temporary full time lecturer in Mathematics. Low mathematics and computing from 1st August 1982 to 1st April 1983.

Applicants should be Maths/Computer Science graduates.

Experience in teaching Computing is essential. Industrial experience would be an advantage.

Salary up to £8658 p.a. (under review).

Details from the Registrar, College of Further Education, Kings Road, Devonport, Plymouth. PL1 5QG (Tel: 0752 264707). Completed forms should be returned within 14 days of the advertisement. (45434) 220026

### ROTHERHAM

**METROPOLITAN BOROUGH OF ROTHERHAM**
**DEPARTMENT OF EDUCATION**
**MOWBRAY COLLEGE OF ARTS AND TECHNOLOGY**
**DEPARTMENT OF BUSINESS STUDIES**

Required for 1st September, 1982:

**LECTURER I IN ECONOMICS**

To teach mainly on BEC National Pre-Higher National and, possibly C.C.E. courses. The successful candidate will be expected to teach the entire BEC National Studies syllabus. Organisation in its Environment course will be given to candidates able to contribute to the teaching of other modules especially Business and Economic Statistics or equivalent professional qualification and evidence of teacher training desirable. Further particulars are available on request from the Principal (tel: Rotherham 69111, Ext. 23).

Salary: £5,034 - £8,658 p.a.

Closing date: 30th April, 1982.

Applications by letter, giving full personal details, information on qualifications, experience and training to date, with the names and addresses of two referees, should be sent to the Principal, Rotherham College of Arts and Technology, Eastwood, Rotherham S65 1EG. Telephone Rotherham 365 (24hrs). W.B. Wusnett, Director of Personnel Resources. (37704) 220026

### SHROPSHIRE
**WALKER TECHNICAL COLLEGE**

Required for September 1982

Lecturer II in English and Communication for the organisation and direction of Communication Core Programme, Distributive Studies and Foundation Courses.

Lecturer I in Mathematics in Technician Courses and C & G Foundation Courses.

Lecturer II £6462 - £10431
Lecturer I £5034 - £8658.

Application forms and details available from the Principal, Walker Technical College, Haybridge Road, Whitchurch, Shropshire on receipt of s.a.e. 220026

### SUFFOLK

**LOWESTOFT COLLEGE OF FURTHER EDUCATION**

**REQUIRED AS FROM 1st MAY, 1982 OR AS SOON AS POSSIBLE**

**LECTURER I WELDING**

To teach Welding Technology and Welding Practice on City and Guilds 182, 183 and 184 Welding and Fabrication Courses.

**LECTURER I**
**FABRICATION AND INSPECTION**

To teach Fabrication, Sheet Metal work, Pipework, Drawing and Workshop Practice on City and Guilds 182, 183 and 184 Welding and Fabrication Courses.

Salary £5034 - £8658 (under review).

Further details and application forms may be obtained from the Principal at Lowestoft College of Further Education, St. Peters Street, Lowestoft, Suffolk NR32 2NB. (0502) 63174). 220026

### SUFFOLK

**COUNTY COUNCIL**
**WEST SUFFOLK COLLEGE OF FURTHER EDUCATION**
Out Risbygate, Bury St. Edmunds IP33 3RX
**ENGINEERING DEPARTMENT**

**(GRADE IV) OF MECHANICAL ENGINEERING**

Applications are invited for the above post to commence September 1982.

The Department offers a wide range of courses, full-time, and part-time craft and technician courses (mechanical and motor vehicle engineering including HNC and ATTB).

Applicants should have appropriate qualifications and practical and industrial experience. Expotential for an enthusiast to participate in the new TEC developments.

Further details and application forms from the Principal. (45555) 220026

### WALTHAM FOREST

**WALTHAM FOREST COLLEGE**
**DEPARTMENT OF GENERAL STUDIES**

Write or phone the Head of Department, General Studies Section, Waltham Forest College, Forest Road, London E17 4JB. Closing date 2 weeks after appearance of advertisement. (45393) 220026

### SUNDERLAND

**BOROUGH OF SUNDERLAND**
**EDUCATION DEPARTMENT**
**HENDON COMMUNITY COLLEGE OF FURTHER EDUCATION**

Applications are invited for the post of

**LECTURER II IN CHARGE OF COMPLEMENTARY STUDIES**

Applications are invited from graduates who combine a practical art and design background with academic qualifications and theoretical aspects. The College offers Foundation and Vocational Intermediate, Link and Recreational Courses. The person appointed will organise and co-ordinate the complementary studies content, resources and personnel throughout the College and share in the teaching programme.

Curriculum development and interpersonal skills essential together with a high level of commitment and enthusiasm.

Salary Scale: £6,462 - £10,431

For further details please apply to: The Principal, Sector College of Art, St. Mary's Site, Ryhope Road, Sunderland SR2 7EE. Closing date for applications 30th April, 1982. (38370) 240026

### ROTHERHAM

**METROPOLITAN BOROUGH OF ROTHERHAM**
**DEPARTMENT OF EDUCATION**
**ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY**
**DEPARTMENT OF SOCIAL AND COMMUNITY EDUCATION**

Required for 1st September, 1982:

**TEMPORARY LECTURER I**

To act as course tutor for a short full-time course for young people, sponsored by Training Opportunities Commission, Manpower Services Commission. Applicants are invited from those with experience of working with unemployed school leavers in learning situations and who are competent to lead a course team. Experience in Life and Social Skills essential. Further particulars available on request from the Principal (tel: 69111, Ext. 23). Salary: £5,034 - £6,658.

Closing date: 30th April, 1982.

Applications by letter, giving full personal details, information on qualifications, experience and training to date, with the names and addresses of two referees, should be sent to the Principal, Rotherham College of Arts and Technology, Eastwood, Rotherham S65 1EG. W.B. Wusnett, Director of Personnel Resources. (37704) 240026

### SUNDERLAND

**EDUCATION DEPARTMENT**
**TRAINING SECTION FOR FURTHER EDUCATION**
**SUNDERLAND TECHNICAL COLLEGE**
**ELECTRICAL AND MINING ENGINEERING**

**LECTURER GRADE I**
**CAD/CAM STUDIES**

**MECHANICAL ENGINEERING STUDIES**

**LECTURER GRADE II**

Applicants should be suitably qualified and have relevant industrial experience. Applicants will be required to teach to the appropriate C.N.A.T.E. Courses in the N.C.E.P.E. 044 stream. Ability to organise and co-ordinate courses will be advantageous.

Minimum qualifications to be a Chartered Engineer or equivalent and be eligible for membership of the Institution of Engineering Designers.

Salary Scale: £5,034 - £8,658 p.a.

Further particulars may be obtained from the Principal, Sunderland Technical College, Ryhope Road, Sunderland SR2 7EE. Closing date for applications 30th April, 1982. (45394) 240026

### SUNDERLAND

**BOROUGH OF SUNDERLAND**
**EDUCATION DEPARTMENT**
**HENDON COMMUNITY COLLEGE OF FURTHER EDUCATION**

Applications are invited for the post of

**LECTURER II IN CHARGE OF COMPLEMENTARY STUDIES**

Applications are invited from graduates who combine a practical art and design background with academic qualifications and theoretical aspects. The College offers Foundation and Vocational Intermediate, Link and Recreational Courses. The person appointed will organise and co-ordinate the complementary studies content, resources and personnel throughout the College and share in the teaching programme.

Curriculum development and interpersonal skills essential together with a high level of commitment and enthusiasm.

Salary Scale: £6,462 - £10,431

For further details please apply to: The Principal, Sector College of Art, St. Mary's Site, Ryhope Road, Sunderland SR2 7EE. Closing date for applications 30th April, 1982. (38370) 240026

### WALTHAM FOREST

**LONDON BOROUGH OF WALTHAM FOREST**
(An Equal Opportunities Employer)
**WALTHAM FOREST COLLEGE**
**DEPARTMENT OF GENERAL STUDIES**

Temporary Lecturer I to cover maternity leave for 1982 to act as course tutor for a TOPS Programme for Training Opportunities for Women. Experience in teaching Word Processing to TOPS Programme course essential and similar experience in guidance and counselling of women.

Salary: Lecturer Grade I £5,034 - £8,658 (under review).

Closing date for receipt of application forms 30th April, 1982.

Further details available from the Principal, Waltham Forest College, Forest Road, London E17 4JB. Tel: No 01-527 3311, Ext. 78.

Closing date weeks from appearance of advertisement. (45468)

### WEST SUSSEX

**CRAWLEY COLLEGE OF TECHNOLOGY**
College Road, Crawley, Sussex RH10 1NP
**DEPARTMENT OF BUSINESS EDUCATION**

Required from 1st September, 1982:

**LECTURER GRADE I**
**in Banking Studies**

to organise and teach Banking Studies courses, including the National Certificate in Banking, Institute of Bankers examinations, Associateship and Diploma courses. Applicants should have relevant qualifications and experience and have teaching experience.

Salary Scale £5,034 - £8,658

**LECTURER GRADE I**
**SECRETARIAL STUDIES**

(i) **LECTURER GRADE I** in Secretarial Studies and Structure of Business Studies, including typewriting, audio-typing, shorthand, secretarial duties, word processing and business organisation.

(ii) **LECTURER GRADE I** in Secretarial Studies and Typewriting. Audio-Typewriting. Secretarial Duties. Word Processing. Applicants should be graduates or equivalent and have teacher-trained and experienced in the above subjects and in business experience.

Salary Scale £5,034 - £8,658.

For post (i) Private Allowance of £318. Private allowance for post (ii) £318.

Application forms and further particulars may be obtained from the Principal, Crawley College, College Road, Crawley, Sussex RH10 1NP, on receipt of stamped addressed envelope.

Applications to be returned to the Principal within 14 days of the appearance of this advertisement. (45389) 220026

### WILTSHIRE

**WILTSHIRE LOCAL EDUCATION AUTHORITY**

**LACKHAM COLLEGE OF AGRICULTURE**
Lacock, Chippenham SN15 2NY

Applications are invited from suitably qualified candidates for the post of

**LECTURER GRADE II/I**
**RIVER AND WATERSHED MANAGEMENT**

Applicants should have a degree in Agriculture, Forestry or Land Management and preferably experience of river management. Duties will include the teaching of students preparing for the Diploma in Agriculture and Certificate in Agriculture and Horticulture courses.

Salary Scale: Lecturer II £6,462-£10,431
Lecturer I £5,034-£8,658

Starting point dependent upon qualifications and experience.

Application forms and further particulars available from the Principal, Lackham College of Agriculture, Lacock, Chippenham SN15 2NY. Closing date 2 weeks after appearance of this advertisement. (45393) 220026



## COLLEGES OF FUR EDUCATION

continued

### WILTSHIRE

**CHIPPENHAM TECHNICAL COLLEGE**
Cocklebury Road, Chippenham, Wilts SN15 3QD
**DEPARTMENT OF COMMUNICATION & COMPLEMENTARY STUDIES**

Required for September, 1982, Head of Department (HND in relevant area) to replace one in charge who is retiring (in this Department). An Executive Grade post. Department includes TEC and BEC Communication Courses, Film, Video, Photography, Technical Illustrations, Typing, Shorthand, Dictation, SFL and General Studies.

Further details and application forms (SAE please) available from the Clerk to the Governors, The Principal, Monkswormans, Upper Swan Street, Malmesbury, Wilts SN16 0BS. (Tel: 04266) 2261. 220026

### WILTSHIRE
**COUNTY COUNCIL**
THE COLLEGE SWINDON

**DEPARTMENT OF SCIENCE/MATHEMATICS**

**LECTURER GRADE II IN COMPUTER STUDIES**

Applicants should have an interest in Data Processing and a knowledge of COBOL or another Computer languages.

Courses in the Department include Computer Studies, Computer Science, Computer Appreciation, BEC courses and servicing work for other departments in Technology and Management.

Academic qualifications in computing and commercial experience desirable.

Further details and application forms available on receipt of stamped addressed envelope, which should be returned within 7 days of the date of advertisement.

Post to commence September 1982.

Please apply to The Principal Colin R. Soar, The College, Regent Circus, Swindon SN1 1PT. (45070) 280026

## Colleges and Departments of Art

### Other Appointments

### ROCHDALE

**ROCHDALE COLLEGE OF ART**

Principal: Daniel Gleason

**LECTURER II IN CHARGE OF COMPLEMENTARY STUDIES**

Applications are invited from graduates who combine a practical art and design background with academic qualifications and theoretical aspects. The College offers Foundation and Vocational Intermediate, Link and Recreational Courses. The person appointed will organise and co-ordinate the complementary studies content, resources and personnel throughout the College and share in the teaching programme

Curriculum development and interpersonal skills essential together with a high level of commitment and enthusiasm.

Salary Scale: £6,462 - £10,431

For further details please apply to: The Principal, Sector College of Art, St. Mary's Site, Ryhope Road, Sunderland SR2 7EE. Closing date for applications 30th April, 1982. (38370) 240026

### ROTHERHAM

**METROPOLITAN BOROUGH OF ROTHERHAM**
**DEPARTMENT OF EDUCATION**
**ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY**
**DEPARTMENT OF SOCIAL AND COMMUNITY EDUCATION**

Required for 1st September, 1982:

**TEMPORARY LECTURER I**

To act as course tutor for a short full-time course for young people, sponsored by Training Opportunities Commission, Manpower Services Commission. Applicants are invited from those with experience of working with unemployed school leavers in learning situations and who are competent to lead a course team. Experience in Life and Social Skills essential. Further particulars available on request from the Principal (tel: 69111, Ext. 23). Salary: £5,034 - £6,658.

Closing date: 30th April, 1982.

Applications by letter, giving full personal details, information on qualifications, experience and training to date, with the names and addresses of two referees, should be sent to the Principal, Rotherham College of Arts and Technology, Eastwood, Rotherham S65 1EG. W.B. Wusnett, Director of Personnel Resources. (37704) 240026

### CUMBRIA

**COUNTY COUNCIL**
**CUMBRIA COLLEGE OF ART AND DESIGN**

**LECTURER GRADE I IN CERAMICS**

Required for 1 September 1982 for as soon as possible thereafter. An experienced craft potter is required to teach on the HIGHER DIPLOMA DESIGN FOR THE CRAFTS COURSE, CERAMIC OPTION. Some teaching experience is desirable but not essential. Relevant experience in a craft workshop would be an advantage.

Further details from the Principal at the College, Brampton Road, Carlisle CA3 9AY. (Tel: 0228 23535). (45314) 240026

### ROCHDALE

**ROCHDALE COLLEGE OF ART**

Principal: Daniel Gleason

**LECTURER II IN CHARGE OF 3D DESIGN**

**WITH CERAMICS**

Applications are invited from an experienced Lecturer/Craftsman ideally with Ceramics Honours degree background plus specialist post-graduate qualification.

The College offers Foundation, Intermediate, Vocational, Link & Recreational Courses and provision for the part-time Development ability and organisational skills are sought with high level of commitment and enthusiasm.

Salary Scale £6,462 - £10,431.

For further details please apply to: The Principal, Rochdale College of Art, St. Mary's Gate, Rochdale.

Closing date for applications 30th April, 1982. (4297) 240026

## Polytechnics

### Other Appointments

### HUDDERSFIELD

The Polytechnic, Huddersfield offers a first degree of WORKING CONDITION (PART-TIME) CNNA in Textiles/Textile Industry or vocational education who hold a Certificate in Education and have two years experience. Centred on the changing nature of Textile Industry. Individualised subject matter studies. Distance learning and block-release structure.

Recruiting NOW for July 1982. Contact the Assistance Director, The Polytechnic, Holly Bank Campus, Holly Bank Road, Lindley, Huddersfield. Tel: (0484) 25917. (37784) 260086

### BRISTOL

**BRISTOL POLYTECHNIC**

**DEPARTMENT OF PROFESSIONAL STUDIES IN EDUCATION**

**LECTURER II/SENIOR LECTURER MULTI-ETHNIC EDUCATION**
Ref No 2/82

A Lecturer in Multi-Ethnic Education within the Department of Professional Studies in Education required from 1 September 1982.

The person appointed will be required to lecture on initial and in-service teacher-training courses and to take a lead in staff development in this area. Research expertise and teaching experience and a successful record in multi-ethnic education are essential. Applicants are also asked to describe other contributions they could make to courses in the Faculty of Education.

Salary will be within the Principal Officer A scale (£8,076 - £10,575 p.a.).

Further particulars and application forms are available from the Personal Administrative Assistant (Secretarial), Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 1QY. Telephone 0272 656261 Ext 573.

Please quote Reference L/76/145 in all communications. (45483) 260086

### MID GLAMORGAN

**THE POLYTECHNIC OF WALES**
**POLTEGNIG CYMRU**
**DEPARTMENT OF ARTS AND LANGUAGES**

**LECTURER II IN SECRETARIAL STUDIES**
Salary: £6,462 - £10,431

(Currently under review)

The Department of Arts and Languages requires a qualified Lecturer in Secretarial Studies for 1st September, 1982, due to the retirement of the person currently in post.

The person appointed will be responsible for the teaching of Secretarial Studies and for courses planning in the field of Secretarial Studies.

Recent experience of work outside education and a knowledge of at least one European language would be advantage.

Further particulars and application forms are obtainable from: The Personnel Officer, The Polytechnic of Wales, Pontypridd, Mid Glamorgan, CF37 1DL. Tel: (0443) 405133, Ext. 3041.

Closing date 30th April, 1982. (45603) 260086

## University Appointments

### LONDON

**THE OPEN UNIVERSITY**
**RESEARCH AND MULTI-ETHNIC EDUCATION PROJECT OFFICER (COMPUTING)**

The University has a vacancy for a permanent post of Project Officer (Computing) based in Earth Sciences. Applicants should have a degree in Earth Sciences and five years experience of programming in both high level and assembler languages. They should be familiar with the special problems of real time control using computer interfacing and machine control.

The successful candidate will be expected to write machine control software for a range of analytical instruments as well as offline programs for the reduction, analysis and display of the data. PASCAL or ADA will also be involved with linking the instruments up to computing facilities on the campus, on day-to-day advisory role is also expected.

Salary will be within the Project Officer A scale (£8,076 - £10,575 p.a.).

Further particulars and application forms are available from the Personal Administrative Assistant (Science), The Open University, Walton Hall, Milton Keynes MK7 6AA or Tel: Milton Keynes (0908) 653806; there is a 24 hour answering service on 653581.

Closing date for applications: 30th April, 1982. 260086 (45257)

### LOUGHBOROUGH

**UNIVERSITY OF TECHNOLOGY**

Demonstrators

Applications are invited from suitably-qualified graduates for posts as DEMONSTRATOR in the Department of Physical Education and Sports Science, starting in October, 1982, due to the retirement of the person currently in post.

The person appointed will be responsible for the teaching of Secretarial Studies and for courses planning in the field of Secretarial Studies.

Applications are particularly invited from high-level performers and/or coaches who are interested in registering for a higher degree in one of the following sports: Basketball - £5095 per annum under 25 years old; £6,462 per annum over 25 years old; Judo - £5,741 to £6,180 per annum; Squash - £5,789 to £6,180 per annum inclusive.

Application forms and further details from the Chief Administrative Officer (Ref. 3/82), Higher Education, St Mary's Road, Loughborough LE11 3TU. Closing date: 3rd May, 1982. (45268) 340086

### NORTH CHESHIRE

**NORTH CHESHIRE COLLEGE**

**LECTURER II/SENIOR LECTURER IN COMPUTER STUDIES**

Applications are invited for the above post to commence September 1982.

The post is based in the Computer Studies Department and will involve teaching on a range of courses including BEC, TEC and CGLI. Applicants should have a degree or professional qualification in a relevant field of study and preferably some industrial experience. Qualifications in computer education courses will be an advantage.

Salary on Lecturer II scale £5,034 - £8,658 p.a.

Further details and application forms from Personnel Officer, North Cheshire College, Padgbury, Warrington WA2 0DB. Closing date 14th May, 1982. (3758)
220026

### LONDON

**UNIVERSITY APPOINTMENTS**
Are also advertised in THE TIMES HIGHER EDUCATION SUPPLEMENT
With the world-wide academic readership of the latter, it is used by the universities which wish to attract staff of the highest experience. Professorial Appointments, especially in the Arts and the Humanities. Rates 85p a line minimum. £2.55). £4.70 a single column centimetre display.

To book advertisement space please contact Miss Marie Corbett (Classified Advertisement Department), The Times Literary Supplement, Printing House Square, New Printing House Square, Gray's Inn Road, WC1R 5EZ. Telephone 01-837 1234 Ext. 437. (45517) 260086

## Colleges of Higher Education

### Other Appointments

### EALING

**EALING COLLEGE OF HIGHER EDUCATION**
**REQUIRES FOR 1st SEPTEMBER, 1982**
**LECTURER II IN VISUAL COMMUNICATIONS (Re-advertisement)**
**LECTURER II IN V

## COLLEGES OF HIGHER EDUCATION

continued

### CHELTENHAM

**COLLEGE OF ST PAUL AND ST MARY.**
Applications are invited for the following posts in the Church of England College of Higher Education.

**LECTURER IN JUNIOR MATHEMATICS** with a knowledge of microcomputer applications across the curriculum. The person appointed will teach on initial and in-service courses of teacher education and be responsible for the promotion and co-ordination of microcomputing throughout the College.

**LECTURER II IN ENGLISH LITERATURE** for academic year 1982–83 only. The person appointed will make a contribution to a B.A. (Combined Studies) Course and should have a higher degree with recent research interests in literary theory and/or twentieth century literature.

Appointments will date from 1st September 1982.

Further particulars and forms of application may be obtained from the Principal's Secretary, The College of St Paul and St Mary, The Park, Cheltenham, Glos. GL50 2RH, to whom completed applications should be returned by 4 May 1982. (4315W) 340036

### EALING

**EALING COLLEGE OF HIGHER EDUCATION SCHOOL OF LANGUAGE STUDIES**
**1) in FRENCH**
The School seeks to extend its nucleus of experts in languages for Special Purposes, especially with reference to courses validated by BEC, TEC and DATEC.

Near perfect bilingual competence and experience in the development and teaching of language courses for BEC and TEC are highly desirable. The person appointed will be prepared to work in close liaison from various business divisions working on learning/teaching strategies for students from a variety of backgrounds. The post is tenable from 1st September 1982. Salary: £1 £6795 - £8417 pa inclusive.

Application forms and further details from The Chief Administrative Officer (TD/tc), Ealing College of Higher Education, St. Mary's Road, London W5 5RF.

Closing date: 30th April 1982. (4257S) 340026

### WEST SUSSEX

**INSTITUTE OF HIGHER EDUCATION**
(Incorporating Bishop Otter College, Chichester and Bognor Regis College)

**LECTURER (GRADE I) BENNETT (2) PART-TIME AND/OR FULL-TIME**
Applications are invited for the following appointments:

**Part-time LECTURESHIP IN BIBLICAL STUDIES**

**TUTORSHIP IN BIBLICAL STUDIES** for B.A. (Honours) degree in (English, Religious Studies, Education)

2. Two full-time and/or part-time LECTURERS in TEACHING STUDIES OR EDUCATION STUDIES with specialist qualifications in Mathematics (Primary) or Music.

3. Two full-time and/or part-time LECTURESHIPS/LECTURERSHIPS IN MATHEMATICS (STATISTICS) AND ONE IN MATHEMATICS WITH PHYSICAL SCIENCES.

Applicants for posts in 2 and 3 above must be experienced, qualified school teachers. West Sussex institute of Higher Education, The Dome, Upper Bognor Regis, West Sussex PO21 1HR (Tel: 0243 865381).

Closing date for completed applications 7th May, 1982. (3781T) 340026

## Colleges of Education with Teacher Training

### DORSET

**TEACHER'S CENTRE LEADER**
North Dorset

Applications are invited for this post (scale equivalent to Head Teacher, Group 3) from September 1982 with responsibility for the North Dorset Teachers' Centre, currently based on Shaftesbury and Blandford Centres.

Applicants should possess a sound general knowledge of current curriculum developments and have a particular expertise in one or more disciplines or phase of education. Proven abilities in organisation are essential as is the quality of being an easy communicator at all levels of the Education Service.

Application forms (returnable by 7th May) and further details (SAE please) from the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ. (4561A) 340000

## Adult Education

### CAMBRIDGESHIRE

**HUNTINGDON AREA LONGSANDS SCHOOL**
St. Neots, Huntingdon, Cambs.
(Community College since 1978).

1750 on roll 900 in 6th Form.

Required for September 1982 a **SENIOR ASSISTANT ADULT EDUCATION TUTOR (FE Lecturer II)** to be responsible for thriving adult community activities including extensive formal class provision and affiliated groups.

Work centred on school but also covers 60 sq miles of rural West Cambridgeshire.

Application forms and further particulars from the Headmaster at the School (SAE please). (4543S) 340000

### DORSET

**ADULT EDUCATION SERVICE**
Area Adult Education Principal (Part-time Secret).

Applications are invited for this post based in the Weymouth and Dorchester Areas to organise the provision of adult education throughout the area as from 1st September, 1982.

Salary: Burnham Head of Dept. Grade II £10,767 to £12,185.

For further details and application forms (to be returned by 8.A.E. to the Education Officer, Dorchester, Dorset DT1 1XJ. Closing date 30th April, 1982. (4506B) 380000

### NEWCASTLE-UPON-TYNE

**WORKERS' EDUCATIONAL ASSOCIATION**
Northern District
Tutor-Organiser for Northumberland: full-time post (present scale £5904 - £6431). Applicants should have an interest in developing adult education both in depressed industrial and in rural contexts. They should have a degree or its equivalent in a suitable subject.

Further details: The District Secretary, W.E.A. Northern District, 51 Grainger Street, Newcastle upon Tyne NE1 5JE (Tel: 0632 323857). (4285T) 380000

### BUCKINGHAMSHIRE

**MILTON KEYNES DIVISION**
**CRIPPS LODGE**
Broadleigh, Netherfield, Milton Keynes.

Required for September 1982, a flexible and resourceful teacher will organise management and remedial skills to lead 3 week fully hired colleagues. As the Centre concentrates on working with difficult and demanding young people the diagnostic work undertaken, interest in person with a Special Education or Educational Psychological qualification. The core of the work is centred around joint rehabilitation and, to this end, close co-operation and excellent links are maintained with all other agencies. This is a challenging post where flair and enthusiasm will demand further imaginative teaching programmes to be developed to enhance the individual work adopted with young people, and to develop the initiatives being built. Scale 3 post plus specific allowance as agreement £5349 per annum.

Assistance with removal expenses and housing is available. Girls in approved cases. Milton Keynes is a wide range of housing to suit the area.

Informal visits to the centre can be arranged by telephoning Peter Frampton, Principal, Milton Keynes 678111.

Further details and application forms available from Area Education Officer, Divisional Education Office, Wolverton House, Stratford Road, Wolverton, Milton Keynes MK12 5NW, on receipt of a foolscap envelope. (4378T) 420000

### CHESHIRE

**EDUCATION COMMITTEE**
**HM REMAND CENTRE.**
**RISELEY, NR. WARRINGTON BIRCHAM F.E. LECTURER GRADE II**

Applications are invited from well qualified and experienced teachers for the post at Lecturer II in this large REMAND CENTRE catering for young offenders and adult male and female. The department also operates on an extended year basis.

The successful candidate will undertake a regular teaching commitment involving basic education, low level examination work, social and life skills.

Application form and further details are available from (S.A.E. please) Principal Administrative Officer, North Cheshire College, Paramenal Department, Padgate Campus, Farnsheed, Warrington WA2 0DB. Closing date 1st May, 1982. (3773J) 380000

### NEWCASTLE-UPON-TYNE

**WORKERS' EDUCATIONAL ASSOCIATION**
Northern District
Tutor-Organiser for Northumberland: full-time post (present scale £5904 - £6431). Applicants should have an interest in developing adult education both in depressed industrial and in rural contexts. They should have a degree or its equivalent in a suitable subject.

Further details: The District Secretary, W.E.A. Northern District, 51 Grainger Street, Newcastle upon Tyne NE1 5JE (Tel: 0632 323857). (4285T) 380000

## Assessment Centres

### BUCKINGHAMSHIRE

**MILTON KEYNES DIVISION**
**CRIPPS LODGE**
Broadleigh, Netherfield, Milton Keynes.

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Further details and application forms available from Area Education Officer, Divisional Education Office, Wolverton House, Stratford Road, Wolverton, Milton Keynes MK12 5NW, on receipt of a foolscap envelope. (3781T) 420000

### SUNDERLAND

**BOROUGH OF SOCIAL SERVICES DEPARTMENT**
**HASWORTH HOUSE OBSERVATION AND ASSESSMENT CENTRE**
125 Hylton Road, Sunderland SR4 7XH
**SENIOR TEACHER (NON-RESIDENTIAL) SCALE 3(2) - £5964–£6736**

The successful will have overall responsibility for the organisation of the teaching programme and the supervision of 5 Assistant Teachers. He/she will also be required to undertake teaching duties and will be responsible for the compilation of reports which form part of the total assessment procedure for children at the Centre. The Senior Teacher will be expected to liaise closely with Care Staff in order that a co-ordinated programme can be achieved for each child.

Applicants should be qualified, experienced teachers with a willingness to promote and participate in outdoor pursuits with children, many of whom need an individualised/remedial approach.

**ASSISTANT TEACHER**
SUBMAN 1 - £4684–£7317 plus £630 p.a. Special Schools Allowance.

Applicants should be qualified and experienced teachers (probationary year completed).

For both the above posts a five day week is in operation together with the annual leave entitlement of 14 weeks which may be taken by arrangement throughout the year.

Application forms are available for the above posts obtainable from the Staffing Section, Room 3102, Social Services Department, Town Hall and Civic Centre, Sunderland, Mid 7DN. Telephone No. 74 311 Ext. 2222.

Closing date for the return of completed application forms is Friday 30th April, 1982. 420000

## Youth and Community Service

### CLWYD

**COUNTY COUNCIL**
**ENGLISH DEPARTMENT**

**FULL-TIME YOUTH TUTOR**
Maelor Youth Club, Adwalton, Wrexham

Application are invited from suitably qualified and experienced candidates. This is a superb opportunity and the salary will be in accordance with Scale 3 of the Salary Scales for Youth Leaders and Community Wardens £5448 - £6694 p.a.

Application forms and further details obtainable from the Director of Education, Shire Hall, Mold (Tel: Mold 2121, Ext 243) Mold, Clwyd CH7 6NR. 30th April. (4565S) 440000

### COVENTRY

**COMMUNITY TUTOR/ WARDEN**
**ALDERMAN CALLOW SCHOOL AND COMMUNITY COLLEGE**
Salary £6785 - £8748 per annum.

Applications are invited from teachers or qualified youth/community workers with suitable experience in community work for this post at Alderman Callow School and Community College, and Canley Crescent, Coventry.

The Tutor/Warden will be responsible for the consolidation and development of the education programmes for the neighbourhood area as well as having a particular responsibility for the development of community activities in the Canley district.

Candidates should be committed to the involvement of people in the new facilities and colleges life and should be prepared to contribute flexibly as a member of the tutorial team to the many aspects of the community education programme.

Those interested in discussing this post please contact Mr. Wyn Bland of Alderman Callow School and Community College, Canley Crescent, Coventry (Coventry 467778 or 460663).

Application form and further particulars from the Director of Education, Council Offices, Earl Street, Coventry. Tel: Coventry 25555, Ext. 2055.

Returnable within 14 days of the appearance of the advertisement. (3785J) 440000

### DERBYSHIRE

**YOUTH AND COMMUNITY SERVICE**
**MICKLEOVER/NORMANTON CENTRE**
Derby

**COMMUNITY EDUCATION ASSISTANT**
JNC Range Scale 2 £5448 - £6432

The County Council invite applications from professionally qualified persons for the post at Community Education Assistant at the Mickleover School Centre. The Centre provides a Community Education Service for a sustainable suburb of the city of Derby.

Application forms and further details can be obtained from the Area Education Officer, 16 St. Mary's Gate, Derby DE1 3SN. Closing date 7th May 1982.

Derbyshire County Council is an equal opportunity employer. (4478S) 440000

### DORSET

**COUNTY YOUTH SERVICE**
**Area Youth Service**

Applications will be received for the following posts:

Applications from qualified Youth Workers with proven good experience are invited for the post of Area Youth Worker at Weymouth and Purbeck Youth Club, which has the support of the Management Committee meets in shiny purpose-built premises in which are at present undergoing further extensive development.

The successful candidate will be appointed to the staff of the County Youth Service and seconded to work at Weymouth Boys Club.

Salary JNC Range 3 points 3 - 7 (under review) £7985 - £8685 p.a. Assistance with removal expenses may be given.

For application forms (to be returned by 30th April) and further details send Youthscope to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ. (4566W); Dorset DT1 1XJ. (4566W) 440000

### EDINBURGH

**SCOTTISH STANDING CONFERENCE OF VOLUNTARY YOUTH ORGANISATIONS**

**CHIEF OFFICER**

Suitably qualified person of initiative required for this responsible post. Must have outstanding knowledge of the needs of young people and experience of voluntary organisations.

Salary: £8,400 - £8,700 p.a.

Apply to: S.S.C.V.Y.O., 4 Queensferry Street, Edinburgh, EH2 4PA. For further details and Application Form. (4353T) 440000

### HUMBERSIDE

**EDUCATION COMMITTEE**
Grimsby Division

**YOUTH SERVICE**
Waltham Toll Bar Youth Centre

Appointment of Youth Tutor (JNC Range 3) £7,365 pa - £8,271 pa.

Applications are invited from suitably experienced youth workers for the post of Youth Tutor will be responsible for the day to day running of the Youth Centre and will also spend considerable time working with Waltham Infant School.

The appointment is intended to cover the period between the present Youth Service and the commencement of a continuing service to young people after the leave school.

Further details and application forms are available from the Divisional Education Officer, Divisional Education Office, Orme Street, Grimsby, North Humberside, DN32 9DU to whom they should be returned by 30th April, 1982. 440000

### LANCASHIRE

**COUNTY COUNCIL OF LANCASHIRE**
**DISTRICT COUNCIL OF WYRE**
**DISTRICT YOUTH SERVICE**
**DISTRICT YOUTH TUTOR**
(WEST INDIAN ORIGIN INVITED)
JNC Range 3 (1-5)
£6,765 - £7,758

Required as soon as possible

Application forms/further details from Divisional Education Officer, Education Office, Dhal Street, Preston PR1 8BD.

Re-advertisement

**A QUALIFIED FULL TIME YOUTH AND COMMUNITY WORKER**
SECONDED TO THE **BURNLEY BOYS CLUB**
Burnley
JNC Range 3 - points 1-5

Required as soon as possible

Applicants from the previous advertisement need not re-apply.

Unqualified youth might be considered on condition that on the training is undertaken. The Scale is as above, would be £6,765 - £7,758.

Further details available from District Education Officer, Parker Street, Burnley. Application to be made on forms obtainable from the Education Department, Fairfield, Abbey Road, Shipley BD18 6ND, Shipley 597667. Forms to be returned by 8th May 1982. 440000

### SHROPSHIRE

**COUNTY COUNCIL**
**YOUTH WORKERS**
Applications are invited from suitably experienced youth workers for training as part-time youth workers to join the District teams of a progressive Youth Service.

At Market Drayton: Initial training with the unemployed and supporting young people.

At Shrewsbury: making a development work in a purpose-built Centre.

At Telford: new-build Youth Centre now open provision for the young unemployed.

At Oswestry: making a purpose-built club.

At Bridgnorth: Youth Centre.

Application forms and further particulars (send S.A.E.) from the County Education Officer, Education Department, Abbey Foregate, Shrewsbury SY2 6ND. Tel: 0743 61761. Forms to be returned by 8th May 1982. 440000

### TONBRIDGE

**TONBRIDGE TEEN & TWENTY CLUB**
**YOUTH AND COMMUNITY SERVICE**
**YOUTH WORKER AND CENTRE MANAGER**

The Management Committee of the Tonbridge Teen and Twenty Club invite applications for appointment and qualified Youth and Community Service Worker/Manager to this newly created full-time post in Tonbridge.

Salary and conditions are in accordance with the current JNC Report for Youth Leaders and Community Centre Wardens, JNC Range 3 (points 3 - 7).

Further details can be provided on request (from Mr. G. Rowe, Divisional Youth and Community Service Officer, Tunbridge/Malling, 192 High Street, West Malling, Kent.

Application by letter and curriculum vitae should include two professional reference. Closing date for receipt 21st May 1982. (4400W) 440000

### SANDWELL

**METROPOLITAN BOROUGH OF SANDWELL**

**BRISTNALL HALL OUTDOOR CENTRE**
(11–16 comprehensive)

Required as soon as possible

**YOUTH TUTOR - BURNHAM SCALE 3 OR COMMUNITY WORKERS - JNC (INC conditions in each case)**

Applications are invited from suitably trained teachers and youth workers for the above posts for new purpose-built Youth wing. Application forms and further details available from and returnable to Director of Education, Education Department, Sandwell Metropolitan Borough Council, West Bromwich. West Midlands B70 8RP, including date 30th April 1982.

Canvassing of members of the authority will disqualify. An equal opportunity employer. 440000

### NORTHAMPSHIRE

**DAVENTRY AND DISTRICT MIXED YOUTH AND SPORTS CLUB**

**APPOINTMENT OF YOUTH WORKER/ MANAGER**

Applications are invited from Qualified Youth and Community Workers or experienced workers with youth and Community workers for the above post.

The Daventry and District Mixed Youth and Sports Club has a modern purpose built premises which includes a large sports hall complex.

It is hoped to make an appointment as soon as possible.

Salary payable is in accordance with the Joint Negotiating Committee for Youth Workers and Community Workers, Grade 3, points 4 - 8 (£7,365 - £8,271).

In certain circumstances it may be possible to assist with housing.

Application forms and further particulars may be obtained from Mr Robin Wells, 11 High Street, Ravensthorpe, Northants.

Applications should be returned within 14 days of the appearance of this advertisement. (3713J) 440000

## Overseas Appointments

### ASIA

**Industrial trainees and teachers required for short-term assignments in Asia to evaluate training courses for industrial technologists and plan new ones. Areas now open include: Metal fabrication, casting, heat treatment, surface treatment, automatic controls, industrial chemistry, energy conservation, precision measurements, materials.**

**Send full details to: Beacham Group Services Ltd., 160 Old Christchurch Road, Bournemouth BH1 1LN.** (3778J) 460000

### INDONESIA

**TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**DIRECTOR/DIRECTOR OF STUDIES**

EEC seeks a dynamic D of S to direct not only its academic activities but also the school's administrative & social activities.

DUTIES: Major academic one-off projects include cross-reference of supplementary study materials with units from coursebooks (Kernel One, KI.), the Strategies series). Also bilingual texts ("Follow Me" video units into existing courses (or vice versa). Continuing tasks include scheduling & monitoring repeat materials & 16 part-time classes. Maintenance of the existing social programme (occasional trips, parties & weekly tennis) The right person could anticipate eventually taking on such tasks as prep. of monthly computer readouts on student numbers, test results & class progress figures as well as instructor recruitment. Such work would warrant a sizable salary boost.

QUALIFICATIONS:
Academic qualifications but, more important, experience as D of S or Acting D of S in a commercial language school. He/she should possess up-to-date knowledge of the state of the art & should be a 'sizable' person who can walk to produce results quickly & without supervision. Experience in teacher training & classroom video unnecessary. An early availability date is essential.

SALARY: The successful applicant can expect not less than Rp. 10.32 million (£6,000) p.a. tax free the first year, 3 weeks paid leave. Housing is not provided but a loan for prepayment of a lease is available. Initial contract is for 24 months & promotional prospects within the organization after one year are excellent. Currently 7 posts ranging US$18,000 – 24,000 are filled by promotion from within. Air fares paid.

APPLICATIONS: Those qualified are invited to send CV including phone & passport numbers, recent photo, availability date, audio cassette detailing specific contractual requests about the post & names, addresses & phone numbers of referees to: THE DIRECTOR, EXECUTIVE ENGLISH COURSE, P.O. Box 4147, Jakarta Pusat, Indonesia. Interviews: London & en route Jakarta–London.



## YOUTH & COMMUNITY

continued

### LIVERPOOL

**WARDEN**
Leighton Youth Centre.

Applications are invited from persons with a genuine interest and experience of working with children and parents for appointment as Warden at Adult/Youth Centre, Leighton Avenue, Liverpool 12. Salary scale 3 (i) age related £7,365 - £8,271 (ii) £6,765 - £7,758 (unqualified).

Forms available from (SAE) and returnable to Area Community Education Officer, Wavertree Road, Liverpool L8 7PF by 30th April.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of colour or marital status. (4548T) 440000

### NORTH YORKSHIRE

**COUNTY COUNCIL**
**YOUTH SERVICE**
**NORTHALLERTON**

Applications are invited for the above post from teachers, youth workers or others with such other qualifications as are appropriate for the work involved. Initial salary will be on teacher status.

The successful applicant will be based at the Sports Centre, Northallerton School (14–18 Comprehensive). He/she will be responsible for the youth work at the school and will be expected to play a positive part in the Area Youth Service.

Salary: scale 3 of the Burnham Primary and Secondary Heads Report.

Casual Car Users allowance payable.

Application forms and further particulars are available, on receipt of a stamped addressed envelope, from the County Education Officer, County Hall, Northallerton DL7 8AE. Closing date 27th April, 1982. (4546W) 440000

### SHROPSHIRE

**COUNTY COUNCIL**
**YOUTH WORKERS**
Applications are invited from suitably experienced youth workers for training as part-time youth workers to join the District teams of a progressive Youth Service.

At Market Drayton: Initial training with the unemployed and supporting young people.

At Shrewsbury: making a development work in a purpose-built Centre.

At Telford: new-build Youth Centre now open provision for the young unemployed.

At Oswestry: making a purpose-built club.

At Bridgnorth: Youth Centre.

Application forms and further particulars (send S.A.E.) from the County Education Officer, Education Department, Abbey Foregate, Shrewsbury SY2 6ND. Tel: 0743 61761. Forms to be returned by 8th May 1982. 440000

### NORTHAMPSHIRE

**DAVENTRY AND DISTRICT MIXED YOUTH AND SPORTS CLUB**

**APPOINTMENT OF YOUTH WORKER/ MANAGER**

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It is hoped to make an appointment as soon as possible.

Salary payable is in accordance with the Joint Negotiating Committee for Youth Workers and Community Workers, Grade 3, points 4 - 8 (£7,365 - £8,271).

In certain circumstances it may be possible to assist with housing.

Application forms and further particulars may be obtained from Mr Robin Wells, 11 High Street, Ravensthorpe, Northants.

Applications should be returned within 14 days of the appearance of this advertisement. (3713J) 440000

### AUSTRALIA

**September 1982. Bransons Commonwealth Educational Trust Ltd. opening NEW BRANCH requires experienced resident graduate tutors in:- Economics, Mathematics, History, Government & Political Studies, English, Biology, Geography for small co-educational residential A Level College for U.K. students. All applicants should be young and energetic and must hold current driving licence.**

**Applications in writing with CV and two references to Gen. Secretary Bransons Institute, Playford Hall, Ipswich, Suffolk IP5 5EN. (3758S) 460000**

### AUSTRALIA

**TEACH IN EXCHANGE IN AUSTRALIA**
Senior Lecturer in Adelaide, B.A. wishes to negotiate post-to-post exchange with suitable person in U.K. for period of one to two years. Would be glad to hear from colleagues interested in Canada, Australia, Greece and the Far East.

For application, quoting please send to S.A.E. to: Mrs. Davies, 15 Tait Road, Kingston, Surrey KT2 6ZJ. (4410W) 460000

### FRANCE

**Private School of English for Adults established in 1978 requires full-time native speaker EFL Teacher for October 1982. Applicants should have degree in language (preferably French) + A recognised T.E.F.L. qualification + experience of adult teaching.**

**Preference given to teachers proficient in teaching oral/aural skills and in using oral correction techniques.**

**Salary: 4000 - 5200 F.Or/mo per months. Holidays: 5 weeks per year.**

**Apply directly with C.V. references and photo to: Mr. Mckees 25 Rue Lyautey 54000 Nancy, France. Tel: (8) 335 0484. (4550U) 460000**

### CHRISTIAN TEACHERS

**Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms.**

**Volunteer Missionary Movement, Shenley Lane, London Colney, Herts. AL2 1AR. (1605B)**

### GREECE

**TEACHERS IN GREECE**
**Experienced E.F.L. teachers required from July or Sept. Applicant must possess a degree in English and/or teacher training qualification. Posts available in Athens, mainland Greece and the Islands.**

**For application, quoting please send to S.A.E. to: Davies, 15 Tait Road, Kingston, Surrey KT2 6ZJ. (4410W) 460000**

### SICILY

**Young Graduate required to teach Italian and ENGLISH to Italian students.**

**Apply with full details and photograph to the ACADEMY OF LANGUAGES, Viale XX Settembre, 19 Catania Italy (3770T) 460000**


# Educational Posts Overseas.

THE BRITISH COUNCIL

### ANGOLA
**Teacher of English, National Language Institute, Luanda**
Reference: 82 A 34

The National Language Institute was founded in 1978 and runs a variety of English courses for personnel nominated by Ministries and parastatal institutions, including courses for translators and interpreters. It is hoped over the next few years substantially to develop these courses.

**Duties:** To develop and teach the basic courses the Institute offers and devise new curricula. To plan a basic teacher training programme for future teachers and teacher trainers for the Ministry of Education and the Institute. To develop the course programme beyond the intermediate level for those requiring further specialisation in English, e.g. Translators and Interpreters.

**Qualifications:** Candidates, single men or women, should have an honours degree, RSA TEFL or postgraduate TEFL qualification and at least 3 years' TEFL experience. A knowledge of Portuguese and experience of teacher training or translation training would be useful. Current driving licence essential.

**Salary:** Total emoluments will be approximately £10,800 – £12,600 p.a. according to qualifications and will include a local salary in Angola and a tax free, sterling subsidy.

**Benefits:** Free furnished accommodation; baggage entitlement for outward passage and on termination; free passage to and from post for postholder and family; annual fare-paid leave; 2 year contract.

**Starting date:** September 1982 or as soon as possible thereafter.

### BULGARIA
**3 Teachers of English Government English Medium Schools**
Reference: 82 B 54-56

**Duties:** To teach oral skills and conversational English to pupils aged14 plus.

**Qualifications:** Degree in English or a modern language, PGCE and preferably some teaching experience. Single candidates preferred.

**Salary:** 420 Leva per month (1.74 Leva equals £1) 50% convertible to sterling.

**Benefits:** Free accommodation; return fares; one year contract renewable.

**Starting date:** September 1982.

### CZECHOSLOVAKIA
**2 Lecturers in English**
**1. Pavol Safarik University, Presov**
**2. Comenius University, Bratislava**
Reference: 82 B 57-58

**Qualifications:** Candidates must be British nationals, preferably single, with a degree in English or a Modern Language plus a TEFL qualification and 2 years' teaching experience.

**Salary:** KCS 2000 per month minimum. (19.32 KCS equals £1) tax free non-convertible. Sterling subsidy of £3552 p.a. paid in Britain.

**Benefits:** Free accommodation; one year contract, renewable.

**Starting date:** October 1982.

### EGYPT
**Headmistress, Heliopolis International School, Cairo.**
Reference: 82 A 35

The Heliopolis International School was founded in 1978 to provide British-type education for the children of the international community, aged 4 to 11. There are currently 80 pupils and a staff of 6. The medium of instruction is English.

**Duties:** The Headmistress will be responsible for all educational policies and decisions including: supervising the syllabus; maintaining British academic standards; overseeing the ordering and provision of teaching materials. The Headmistress will also maintain the staff on the School Board and act as a link between the school and the parents.

**Qualifications:** Candidates must be female and single, and preferably over 30, with UK Primary Teaching qualifications and at least 5 years' teaching experience, including at least 2 years in an administrative post of responsibility.

**Salary:** £9300–£10,230 p.a. tax free based on the Burnham Scale for Headteachers (Group 2 Schools).

**Benefits:** Free accommodation; return air fares paid annually to London; motor car for use within Cairo; membership of a Sporting Club. 2 year contract, renewable, guaranteed by the British Council.

**Starting date:** August 1982.

**Closing date for applications:** 5 May 1982.

### JORDAN
**The International Community School, Amman.**
**1. Primary Teacher with PE as a special subject**
**2. Middle School Teacher of Science and Mathematics**
Reference: 82 A 31-32

The International Community School was established in 1954 and moved to a new site in 1980. The aim of the school is to provide a sound education on the British System for children of the International Community in Amman. The medium of teaching is English.

**Duties: Post 1:** To teach full range of British primary school subjects (including Physical Education) to mixed classes of 6 to 9 year olds, to undertake some extra curricular activities in the afternoons.

**Post 2:** To teach maths and science to mixed classes of 10 to 13 year olds; to undertake some extra-curricular activities in the afternoons.

**Qualifications:** The School would be prepared to consider a married teaching couple to fill both posts, otherwise only single candidates will be considered.

**Post 1:** Candidates, preferably female, must have a recognised British, or equivalent teaching qualification and teaching experience. **Post 2:** Candidates, preferably male must have a degree (with Science or Maths component), a British or equivalent teaching qualification and at least 3 years' teaching experience.

**Salary:** The salary will be based on the Burnham Scale for Teachers, paid in local currency adjusted at 3 monthly intervals (currently £1 equals JD 0.838), plus a 30% Overseas Allowance. On completion of contracts a bonus of 10% of basic salary is paid.

**Benefits:** Outfit allowance; free furnished accommodation; eight weeks annual leave; return air fares paid annually. Baggage allowance of up to £200 paid for freighting effects. The School will pay the British employer's share of the teachers superannuation contribution. Two year contracts, renewable, guaranteed by the British Council.

**Starting date:** 1 September 1982 or as soon as possible thereafter.

**Closing date for applications:** 5 May 1982.

### SUDAN
**Deputy Headmaster, Khartoum International High School, Khartoum.**
Reference: 82 A 33

The Khartoum International High School was established in 1978. The School is run on lines similar to those of a British public school and is recognised as a Cambridge GCE centre with its first 'O' level candidates due to take their exams in November 1982; it is hoped the pupils will go on to 'A' level courses in January 1983. The pupils are aged from 9 to 18 years and 50% of the boys and girls are Sudanese, the rest being made up of various nationalities. The medium of instruction is English.

**Duties:** To teach classes of 12 to 25 pupils up to 'O' and 'A' level GCE, in any main subject for 15 to 20 periods of 40 minutes per week. The Deputy Headmaster will also assist with administrative duties and help to stimulate extra-curricular activities.

**Qualifications:** Candidates, preferably male and aged 30 to 40 years should have a UK educational background. They should have a degree and a Certificate of Education or Diploma of Education plus at least 5 years teaching experience and experience as Head of Department. If possible, some experience in commerce is desirable. Some games experience would be useful. Preference will be given to married candidates, there is a possibility of the spouse being given a locally engaged contract to teach at the School, provided different subjects are offered.

**Salary:** £3000 tax free paid direct to UK plus £3000 in local currency paid at the going rate, assessed every 3 months. A Setting-in allowance and gratuity is also paid. The gratuity, to be paid at the termination of the contract is currently £500 after one year's service, £1500 after 2 years, £3000 after 3 years and £1600 per year completed thereafter.

**Benefits:** Economy air fares paid annually for postholder and family of up to 3 children; baggage allowance of up to £300 and up to £80 for each child payable, plus cost of work permits, visas and inoculations. Free furnished accommodation for postholder and family of up to 3 children. The school will pay subscription costs to Khartoum clinic.

**Starting date:** 1 August 1982 or as soon as possible thereafter.

**Closing date for applications:** 5 May 1982.

**For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.**



**GENERAL SYNOD OF THE CHURCH OF ENGLAND BOARD OF EDUCATION**

The Board wishes to appoint an

## ADULT EDUCATION OFFICER

Applications will be considered from men or women, ordained or lay, with relevant qualifications, experience of adult education within formal or informal situations and preferably some knowledge of diocesan educational work.

Full details of the post which is at Senior Executive Officer level (minimum £10,319 including £1,087 London Weighting) may be obtained from:

**Miss Anne Holt**
**Personnel Officer**
**Church House**
**Dean's Yard**
**London SW1P 3NZ**
**Tel. 01-222 9011, Ext. 351.**

The closing date for receipt of applications is 17th May, and interviews will be held towards the end of May.



**EDUCATION DEPARTMENT**
**H.M. PRISON, STANDFORD HILL, SHEERNESS, KENT**
**APPOINTMENT OF**

## EDUCATION OFFICER

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Education Officer. The post to be filled from 1st September, 1982. Salary Burnham Further Education Head of Department Grade I scale £9,387–£10,704.

**Application form and further particulars (enclose s.a.e.) obtainable from the County Education Officer (Ref T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 26th April, 1982.**

KENT COUNTY COUNCIL



**ST CHRISTOPHER COMMUNITY HOMES HAYES, MIDDLESEX**

## TEACHER
**Temporary Appointment**
**Burnham 1 or 2**

Our Senior Teacher is taking a 1 year course commencing August this year. We are therefore seeking a teacher, not to do his onerous tasks, but to cope with Remedial Education for one year from September, 1982.

We offer: a stimulating and creative working environment; consultative input; a central location and easy access to London and the countryside.

We are seeking an enthusiastic and imaginative person to fill this demanding post.

For further information please contact Ken Hunter, Principal or Kath Lewis, Assistant Principal (Education) on 01-561 1299. Visits are welcome. Salary dependent on experience Burnham 1 or 2 plus £498 London Weighting plus £948 special responsibility allowance.

Further details and application forms from the Personnel Officer. Ref: 88/26/213XE. Civic Centre, High Street, Uxbridge, Middlesex UB8 1UW. Telephone Uxbridge 50589 (24 hour answer phone).

Hillingdon

Applications from disabled persons welcome.

Closing date: 3 May, 1982.



**County of Cleveland**

**EDUCATION DEPARTMENT**

## Assistant Youth and Community Organiser

£9,501 – £10,590

Applications are invited for the above post from persons with appropriate professional qualifications and suitable experience. Cleveland has a large and varied provision with many modern purpose-built centres and clubs including residential facilities.

## Warden £7,365 – £8,271

A vacancy exists for a dynamic worker at Joe Walton Youth Club, Middlesbrough, a large purpose-built centre. The centre offers a wide range of activities. It also provides a Coffee Bar and Disco facilities. The centre is also used during the day by the young unemployed.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accommodation may also be available within the county area. Application forms and further particulars for these posts are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 30th April, 1982.



**Royal County of BERKSHIRE**

## YOUTH AND COMMUNITY WORKER
**(Activities)**
**£6,741 – £7,578 (Pay ward pending)**

Required to be responsible for the development of a wide range of indoor and outdoor sporting and recreational activities for the young people of Slough. Preference will be given to applicants who have had a wide experience in outdoor activities and particularly canoeing. Applicants must be qualified Youth and Community Workers or Teachers. Comprehensive In-Service training and personal supervision. For further information contact Geoff Munday, Assistant County Youth and Community Officer – tel. Reading 85444 ext 3842 or Beryl King, District Youth and Community Officer – tel. Slough 76136.

Application forms and job specifications (enclosing s.a.e.) from Director of Education (YCS), Shire Hall, Shinfield Park, Reading RG2 9XE. Closing date April 30.

Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability.

THE BRITISH COUNCIL

## QATAR

**6 Teachers of English, Government Junior and Secondary Schools**

Reference: 82 A 70–75

**Duties:** The Ministry of Education requires English Language teachers for junior and secondary schools in Doha, the modern capital of Qatar in the Arabian Gulf.

**Qualifications:** Candidates should be British citizens with a British educational background. Married teaching couples or single male candidates will be accepted. They should have a degree in English/Modern Languages or a teaching certificate, and some experience of teaching English as a foreign language.

**Salary:** QR 54,008 pa including car allowance (£8320 pa @ £1 equals QR 6.49). There is no local tax and the salary is fully convertible into sterling. Annual increments of QR 150 per month.

**Benefits:** Free furnished accommodation including water and electricity; interest free car loan of QR15,000; baggage allowance on appointment and termination; free medical scheme; return air fares; free annual passage to UK for family of up to 3 children; 2½ months summer leave and 2 weeks mid-year leave; 3 year contract, renewable; terminal gratuity of one month's salary for each year of service; contribution to children's fees at local British Community School (age 5–16). Local contract guaranteed by the British Council.

**Starting date:** September 1982.

**Closing date for applications:** 12 May 1982.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

TEN TO TOP FISHER 3011

## OVERSEAS DEVELOPMENT

KNOW-HOW-vital to developing countries

### Secondary Education — Solomon Islands — Mathematics

To teach Mathematics up to Sixth Form level; to assist with extra-curricular activities; to undertake boarding duties and any other special duties as indicated by the Principal from time to time. Candidates, aged 25–50, should have a Degree in Mathematics and, preferably, a postgraduate Certificate of Education, as well as a minimum of 5 years secondary teaching experience. Previous overseas co-educational boarding school experience would be an advantage. Ref RC 521/154/03.

### Science

To teach Science throughout the school; to assist in curriculum development in the subject area; to assist in extracurricular activities, including boarding duties, as may be assigned by the Principal. Applicants, aged 25–50, should have a Science Degree and preferably also a PGCE. Preference will be given to applicants with at least 5 years secondary teaching experience up to sixth form and who are willing to teach sport out of school hours. Teaching experience at an overseas co-educational boarding institution an advantage. Ref RC 521/154/01.

***BOTH POSTS Appointment 2 years. Salary in range £6,866–£10,258 pa including an allowance, normally tax-free in range £4,476–£6,852 pa. Terminal gratuity of 25% of basic salary is payable.***

### Teacher Education
### Assistant Lecturer/Lecturer in Mathematics

To teach Primary Diploma, pre-service and in-service courses for Primary Teachers; prepare Mathematics materials for use in primary schools; to undertake full College duties. Candidates aged 25–50 should have a degree in Mathematics, experience in Primary teaching, curriculum writing and evaluation. Previous Teacher Training experience would be an advantage. Ref RC 521/154/02.

Appointment 2 years. Salary in range £6,088–£12,892 pa including an allowance, normally tax-free in range £4,416–£9,486 pa. Terminal gratuity of 25% pa of basic salary is payable.

***ALL POSTS Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £2,500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom and Colonies.***

***For full details and an application form, please apply clearly quoting (ref 369J) plus particular reference stating post concerned, and giving details of age, qualifications and experience to:***

ODA

Recruitment Executive,
OVERSEAS DEVELOPMENT ADMINISTRATION,
Room 351, Abercrombie House,
Eaglesham Road, East Kilbride,
Glasgow G75 8EA.

HELPING NATIONS HELP THEMSELVES

OVERSEAS continued

**SPAIN**

Experienced and qualified English teacher required to work in Valencia Province. Must speak good Spanish, and be under 30. Imaginative, hard working, and excellent appearance essential. Salary negotiable.

Urgently send C.V. with recent photo to Cambridge English Centre, Avda. Santos Patronos 87, ALCIRA, VALENCIA, SPAIN. (37803) 480000

**PAKISTAN**

URGENT
Committed Christians qualified to teach industrial arts; English/social Studies; French; in Himalayan foothills. Experience preferred. Start August 1982, one year contract renewable.
Write airmail:
Murree Christian School,
P.O. Jhika Gali, Murree,
Pakistan. (37776) 480000

**SWITZERLAND**

ECOLE INTERNATIONALE MONTE ROSA,
3 Rue de Chillon, CH-1820 Territet-Montreux.
Applications are invited from single, enthusiastic graduate teachers to fill the posts listed below for the coming academic year beginning September 1982. Candidates should be prepared to live in and to assist in the duties which are necessary part of the boarding education of boys and girls. The school prepares its students for G.C.E. O and A level examinations as well as a number of American College Board Tests. Salaries are in the order of £7,500 - £10,500 tax free (current exchange rates) depending upon experience and qualifications.
1) Middle School Curriculum teacher.
2) Chemistry/Biology (all levels).
3) Physics/Mathematics (all levels).
4) English/EFL (all levels).
5) German/French (all levels).
6) Women P.E. Specialist who would also have girls boarding house duties.
Applications, addressed F.A.O. Mr. A. N. Knight, should include full C.V., photocopies of all professional qualifications and testimonials the names and addresses of two referees and a recent photograph.
Short-listed candidates will be notified. (45008) 480000

## Administration Local Education Authority

**STAFFORDSHIRE**

COUNTY COUNCIL
EDUCATION DEPARTMENT
CAREERS OFFICER
Salary grade APS/4 (£5652 - £7137).
Based at Leek.
CRAINER CAREERS OFFICER, Salary grade AP3 (£5064 - £5526) with prospect of progression on qualification to substantive post as Careers Officer on AP3/4.
Applicants should be aged 20 or over with full-time employment experience of at least one year, and if under the age of 27 should be graduate, qualified teachers, or holders of equivalent educational qualifications.
The person appointed will gain experience in a careers office in Staffordshire and be seconded to a one-year full-time course for the Diploma in Careers Guidance starting September 1982.
Applications to Chief Education Officer, (Staffing N.T.), Education Offices, Tipping Street, Stafford, ST16 2DH, from whom further particulars may be obtained.
Closing date - 30th April 1982.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (427651) 480000

**GLOUCESTERSHIRE**

COUNTY COUNCIL
COUNTY CAREERS SERVICE
AREA CAREERS OFFICER
Grade S.O.
GLOUCESTER CITY AND FOREST OF DEAN AREA

Applications are invited from Qualified Careers Officers for this post which is based in Gloucester. Considerable experience in a senior careers post is essential, preferably including some management responsibility.
Appointment within the salary range £8891 to £9528.

Further details and application form may be obtained from the Chief Education Officer, Staffing (Room 123) Shire Hall, Gloucester, GL1 2TP.
Closing date 30th April 1982. (45128) 480000

**HAMPSHIRE**

Two Area Meals Advisers (Educational Catering).
Salary - £7,530 - £8,733
Vacancies occur in two educational areas of Hampshire namely the Portsmouth Area and the South-West Area.
Applicants must hold suitable professional qualifications and have experience in large scale catering at senior management levels. Recent experience in the School Meals Service (post 1980) relating to cash catering systems would be an advantage.
Application forms and further particulars from Administration Section, Education Department, The Castle, Winchester. Telephone: Winchester 4471. Extension 209 quoting reference EA.03.101/109. Returnable by 7th May 1982. (45126) 480000

London Borough of ENFIELD
EDUCATION DEPARTMENT

## Principal Administrative Officer
## (SCHOOLS)
## £10,011–£11,064

Are you an experienced Administrator who likes working with people? If so, this newly created post could be for you. You will be in charge of the new Schools Division dealing with the administration of primary, secondary and special schools, pupils and parents, governing bodies, examinations, recoupment and transport.

Enfield is an attractive residential area on the northern edge of London and lies partly in the Green Belt. Temporary housing (up to 51 weeks) 100% removal expenses (£600 max), generous relocation costs and lodging allowances - where appointee needs to move.

Informal enquiries to Mrs E. Spurling on extension 2091.

Ask for an application form and further details from the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ (01-366 6565, ext. 2369/8). Closing date 30th April, 1982. Please quote reference OGD/213.

EDUCATION COMMITTEE

## SENIOR INSPECTOR/ DIRECTOR OF MUSIC

**Soulbury Scale (HT 10/11) £14,385–£16,680**

Candidates should be suitably qualified and have wide experience of education and organising a wide range of musical activities.

Further particulars and application forms, to be returned by 30th April, 1982, from C.E.O. (Staffing NT), Tipping Street, Stafford.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of appropriate Trade Union.

Staffordshire County Council

## English Language Teachers for the Middle East
## Generous Tax Free Salaries
## Comprehensive Benefits

A well established multi-discipline Company in the Middle East will shortly become heavily involved in marine operations, ship repair, port management and consultancy on a large scale. It is in these areas of anticipated new contracts that opportunities will arise for ambitious far-sighted professionals. If you can fill one of the following posts you will gain all the career advantages provided by a major enterprise offering unrivalled services and professional expertise.

### Senior Lecturer
### English Language

Responsibilities will include assessment of English language training needs, the specification and preparation of all teaching material and the implementation of the study programme. Applicants should be graduates – preferably in linguistic studies – of a British university, with relevant post-graduate qualifications and Middle East experience. Ref.:T6.

### English Teachers

The successful candidate will teach English at all levels, compiling and preparing the necessary materials and providing overall assistance in the administration of the language training centre. Applicants should be graduates of a British university with relevant qualifications and at least 3 years overseas experience (preferably in the Middle East). Ref. T21.

Salaries reflect the level of responsibility and are payable tax-free in the Middle East. In addition, our clients offer the generous and comprehensive benefits package expected by the best professionals in the market place.

Please write with full career and personal details, quoting the appropriate reference number, to ASM 8394, Confidential Reply Service, Austin Knight Limited, London, W1A 1DS.

Applications are forwarded to the client concerned, therefore companies in which you are not interested should be listed in a covering letter to the Confidential Reply Supervisor.

Austin Knight Advertising

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Royal County of BERKSHIRE

## CAREERS OFFICERS

**(Further Education)**
**£8,501–£7,875 plus fringe allowance of £159 p.a. for Bracknell post**

Required as soon as possible to assist with the development and growth of work with students at Further Education Colleges. Applicants must be qualified. The posts will be based at Reading (to work in West Berkshire) and Bracknell (for East Berkshire). Car allowance available. Assistance with removal costs may be available.

Application form and details (enclosing s.s.e.) from Director of Education (C), Shire Hall, Shinfield Park, Reading RG2 9XE. Closing date April 30. Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability.

ADMINISTRATION LEA continued

**SHROPSHIRE**

EDUCATION COMMITTEE
COUNTY ORGANISER TO THE SHROPSHIRE FEDERATION OF YOUNG FARMERS' CLUBS
Applications are invited for the above post from 1st August or 1st September 1982. Salary Soulbury Main Range (£8,646 - £10,641).
Application forms and further particulars on receipt of a stamped addressed envelope from J. Bowers, County Education Officer, Shirehall, Abbey Foregate, Shrewsbury (ref. FUR/611). Telephone Shrewsbury 292281. Closing date 4th May, 1982. (482125) 480000

**SHEFFIELD**

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
CAREERS SERVICE
Arbour House, Furnival Gate, Sheffield 1
TRAINEE CAREERS OFFICER
£4817 - £5526.
After a short period of practical experience in the Careers Office, the successful applicant will be seconded to a full-time one year course of training for a Diploma in Careers Guidance, commencing in September 1982.
Must possess graduate or equivalent qualifications.
Sheffield City Council is a equal opportunities employer.
Application forms may be obtained from the Chief Education Officer (ref. 8/TR/TT), Leopold Street, Sheffield S1 1RJ, to whom they should be returned by 30th April. (456661) 480000

## Teachers for Botswana Recruitment Scheme

THE BRITISH COUNCIL

**SCIENCE AND MATHEMATICS TEACHERS**

**Secondary teaching opportunities for recently qualified BEd and PGCE teachers for January 1983**

Reference: 82 A 49–69

On behalf of the Botswana Ministry of Education the British Council are recruiting 20 recently qualified teachers for Community Junior Secondary Schools and Government Secondary Schools throughout Botswana to teach Physics, Chemistry, Biology, General Sciences and Mathematics up to 'O' level. Successful applicants will join the 50 teachers already recruited for Botswana under this scheme.

**Qualifications:** Candidates should be single men or women or married teaching couples without children who have recently qualified as teachers with a degree plus PGCE or Teaching Certificate or a BEd. They must be UK citizens with a British educational background. Preferred age range 21 to 30. Older teachers also considered.

**Conditions of Service:** Successful applicants will be posted to secondary schools in January 1983 under contract to the United Teaching Service of Botswana for a minimum period of 2 years. Benefits include air fares to post and on completion of service, subsidised basic housing with hard furnishings, car loan scheme, medical insurance, £300 installation grant and residential briefing course before departure.

**Salary:** Single starting salaries (£1 equals P1.65), BEd or BA with Cert Ed P8,548 equals £5,180 pa, BA plus PGCE or BSc with Cert Ed P8,954 equals £5,426 pa, BSc plus PGCE P9,360 equals £5,673 pa.

Extra increments given for teaching experience; local income tax approximately 11% single, 6% married; tax free gratuity of 25% of salary paid on completion of contract.

Interviews will be held in London in June 1982.

For full details and background information on teaching in Botswana, and an application form, please write to: TBR8, Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

TEN TO TOP FISHER 3011

## WILTSHIRE COUNTY COUNCIL
## Education Department

## EDUCATION WELFARE OFFICER

**Salary range £4,926–£6,501 p.a. (bar at £5,817 for unqualified officers)**

The post is based in the Tidworth/Ludgershall area on the borders of Wiltshire and Hampshire and includes a large military population at a local Garrison. The vacancy will arise because of retirement of the existing incumbent and a new appointment is required for July 1982.

An essential user car allowance, and an office allowance, currently £132 p.a., are payable.

**Job description and application forms are available from the Chief Education Officer (ST/NJF), County Hall, Trowbridge, Wiltshire; tel. Trowbridge (02214) 3614, Ext. 2457, quoting reference E.82.101, returnable by 30th April, 1982.**

## Careers Officer

Salary £6,501–£7,875

You must be a qualified Careers Officer and have completed a probationary year. The post is temporary in the first instance and has arisen as a result of an increased grant from the Department of Employment. The duties will include advice and assistance to young people on various government measures to alleviate unemployment and to supplement the work of the Careers Service with unemployed young people.

Application form from Chief Education Officer, County Hall, Exeter, returnable by 30th April, 1982.

DEVON

## SPECIALIST CAREERS OFFICER

**REF: E.90**
**AP.4 £6984 – £7620**

Applications are invited from professionally qualified Careers Officers or from persons with extensive and relevant experience in industry and commerce to join the present team of one Unemployment Specialist, one full-time Employment Assistant and one part-time Employment Assistant in the Borough.

The person appointed will be expected to cover the full range of work with the young unemployed and with employers in continuing the development of the Government Youth Opportunities Programme and the New Training Initiative. She/He will also be expected to maintain contact with unemployed young people attending youth clubs and other similar organisations as well as monitoring the progress of young people on various schemes. Bromley Careers Service is about to centralise its operations and the considerable change and development in the future.

## CAREERS OFFICER

**REF: E.84**
**AP.4 £6984 – £7620**

We are seeking an enthusiastic Careers Officer to cover the full range of duties as a member of a team working in schools and colleges throughout the Borough under the direction of a team leader. Those who have recently qualified or who are about to complete a course of training are also invited to apply.

Bromley Careers Service is about to centralise its operations in Bromley itself, a major review of its management structure is almost complete. Developments in the future will include the application of computers to the administration of work both in schools and in the office and the further development of a comprehensive information resource for public use.

**Application forms from Assistant Chief Executive (Head of Manpower Services), Bromley Civic Centre, Rochester Avenue, Bromley, BR1 3UH. Tel: 01-464 3333, Ext. 3326. Closing Date: 30th April, 1982.**

London Borough Of Bromley

## GENERAL ADVISER

(SPECIAL EDUCATION AND REMEDIAL TEACHING)
Burnham Headteacher Group 8 £12,540–£13,650

Applicants should be well qualified, experienced teachers with good organising ability who are able to offer advice on all aspects of the curriculum and organisation in Special Education and Remedial Teaching. It would be an advantage to have had previous experience as an Adviser or in senior management in the Education Service. The person appointed will have the opportunity to develop these services and to make a distinctive contribution to the Education Service in the area.

Essential car user's allowance payable.

**Further particulars and application form on receipt of s.a.e. from: Peter M. Neafsey BA, MILGA, FRSA, Borough Education Officer, Education Department, Huyton Hey Road, Huyton, Merseyside L36 5YH. Closing date 30th April, 1982.**

Metropolitan Borough of KNOWSLEY

## Chief Inspector of Schools

**£15,525 – £16,680**
**Soulbury Committee (Head Teacher Group II)**

This vacancy has arisen from the retirement of the present Chief Inspector. The Department serves a population of 267,000 and a school population of nearly 60,000 with a current budgeted revenue expenditure of £69 million per annum.

Applicants must hold an Honours Degree, have substantial relevant experience at senior management and teaching levels and be able to demonstrate the ability to lead a team of inspectors and advisory staff and evaluate alternative education strategies to ensure that the objectives of the Council are met.

Walsall Council is currently pursuing a radical programme to maximise community involvement in every sphere of the Council's activity and provision of service and it is the declared policy of the Council to support the provision of community facilities in schools.

Essential user car allowance, with removal expenses and temporary housing assistance available in approved cases.

Further particulars, job description and application form available from Personnel and Management Services Unit, Civic Centre, Walsall WS1 1TP. Telephone: Walsall 21244, Ext. 2064/2083.

Closing date: 3rd May 1982.

Walsall
an equal opportunity employer
WALSALL METROPOLITAN BOROUGH

JEDDAH SAUDI ARABIA

## PRIMARY SCHOOL

This co-educational primary school will open in April 1982 and will cater for 100 children aged 5–11 years. The pupils will mainly be children of expatriate employees. The School's aim will be to combine the best features of British independent and L.E.A. schools.

Applications are invited for the post of

## HEAD TEACHER

from August/September 1982.

CANDIDATES should have proven managerial ability and a high level of academic and professional expertise in primary education.

Total remuneration package will be approximately £16,500 per annum (tax-free) plus free single or married accommodation. Passages will be paid together with other benefits. Salary review October 1982.

Interviews in London early May.

For further details and an application form apply to: Mr A. Jones in London or Mr N. Livingstone in Scotland.

Gabbitas-Thring

Educational House, 63 George Street
3 Sackville Street, Edinburgh
London W1X 2BR EH2 2JG
Tel: 01-734 0161 Tel: 031-226 4311

ROYAL SOCIETY OF CHEMISTRY

## ASSISTANT EXAMINATIONS OFFICER

We require a suitably qualified person for this post which involves responsibility for the conduct of the Society's examinations at graduate and post-graduate level and other related duties including supervision of support staff and some committee work and report writing.

The successful candidate is likely to be aged 25 plus, with some knowledge of chemistry, a good general education, and previous experience in a professional body or other educational institution. Typing skill would be useful.

Starting salary negotiable from £5,868 per annum according to age and experience. Contributory pension scheme and other fringe benefits.

**Further details and application forms from Mrs S Sheldon, Assistant Personnel Officer, The Royal Society of Chemistry, 30 Russell Square, London WC1B 5DT. Telephone 01-831 1355.**

ADMINISTRATION LEA
continued

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
EDUCATION DEPARTMENT
CAREERS OFFICERS (TEMP)
AP3/4 £5652 - £7157
minimum £5501 for qualified officers.
Temporary appointment initially until March, 1983, to work in a small team of officers appointed under the Government's scheme for Special Measures to alleviate the effects of youth unemployment.
Applicants should preferably hold a degree and a Diploma in Careers Guidance (or equivalent).
Forms for application (accompanied by a s.a.e.) should be addressed to The Chief Executive, (personnel Section), Town Hall, Wakefield, to be returned by 28th April 1982.
Unless applicants recieve notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interest of economy individual letters will not be sent. (48149) 480000

## Child Care

BARNET
LONDON BOROUGH OF
EDUCATION
DEPARTMENT
SWAYLANDS
RESIDENTIAL BOYS' SCHOOL
Penshurst, Kent.
RESIDENTIAL CHILD CARE OFFICER
Applications are invited from persons interested in a post involving the care and welfare of a small group of boys out of school hours. Interesting work with educationally handicapped boys. Opportunities to pursue personal interests with a forward looking community. Set in delightfully situated, good accommodation, new houses in grounds. Salary range £4649 to £4934 per annum at age 18 years and over. Commencing salary according to age and experience. A deduction of £663 per annum (including VAT) will be made for board and lodging charges. Superannuable post subject to medical assessment and probationary service.
Application forms from Mr K. F. Hyde, Head Teacher, Swaylands School, Penshurst, Kent. Tel: 0892 870200. Telephone answering service 940000

## Education Psychologists

LONDON
INNER LONDON EDUCATION AUTHORITY
EDUCATIONAL PSYCHOLOGICAL SERVICE
EDUCATIONAL PSYCHOLOGIST (GRADE A)
Salary Range £9,384 - £10,068 plus £1,104 London Allowance.
A post is available for a recently qualified educational psychologist to work south of the river. The successful candidate will join a well established School's Psychological service team forming a single division of Inner London. Applications for this post are particularly suited for educational psychologists who have qualified recently.
Applicants should normally have an honours degree in psychology, teaching experience and post-graduate training in educational psychology.
Application forms and further details may be obtained from the Education Officer (EP), County Hall, Belvedere Road, London SE1 7PB (Please enclose a stamped addressed envelope).
Closing date for the receipt of applications: 30th April 1982. (48178) 560000

OXFORDSHIRE
See display advertisement for the Mulberry Bush School under special Education (49180) 580000

## Examiners

YORKSHIRE
REGIONAL EXAMINATIONS BOARD
for the Certificate of Secondary Education
31 - 33 Springfield Avenue, Harrogate, North Yorkshire
HG1 5EW
VACANCY
The Board invites applications from persons with at least 3 years' relevant teaching experience for the following appointment:
Chief Examiner required in 1983 for Mode 3 Geology.
Application forms, Chief Moderator required for 1983 examinations for 16+ Geography (fieldwork 1X,Y,B,E,S lesson) and further details (on receipt of s.a.e.) are available from the Board's Office, to be returned by 7th May, 1982. (45044) 600000

## Miscellaneous

BIRMINGHAM
GRIFFIN & GEORGE LTD
Have a vacancy for a science teacher with experience of computers in education.
The work, based in Birmingham involves evaluation of computer software, preparation of instructional materials and advertising copy, liaison with teachers, authors and consultants, setting up and member of a computer and micro-electronics back-up team.
Join Europe's largest educational software supply company. Good opportunity, generous fringe benefits, pension scheme, commensurate salary for this responsible position.
Telephone or write for application form to Mrs Georgina Watts, Griffin & George Limited, Frederick Street, Birmingham 31 5HT. Tel: 021-356 8500.
**Member of Plasma Group of Companies (44988) 560000

LONDON
DIRECTOR OF STUDIES
Required for Kolatherledge Tutorial Establishment. Suit ex head, housemaster/mistress or bursar.
Write with C.V. to David Talbot Rice, Talbot Rice Tutors, 19 Evington Gardens, SW5. (377187) 600000

WEST SUSSEX
DEPUTY HOUSE ORGANISER required.
United Response, the Christian Charity, runs 4 homes for 18 mentally handicapped adults in West Sussex. We encourage greater independence through our workshop, education(one) and social training and leisure activities. We have recently assumed a small agency for our more able residents and we are looking for someone closely with the House Organiser to help us. Full training can be provided. Experience and driving licence essential.
Please write or 'Phone Jane Bay, United Response, 9 Islington Road, London W.9 2AP. Telephone application can be provided. (48564) 550000

SUFFOLK
THE SEAGULL THEATRE.
DESIGNER/TECHNICIAN
Post No.041
Required as soon as possible a full-time permanent Designer/ Technician to implement productions by set design and construction. To see to the productions as well as help with publicity, posters and display work in and around the theatre.
Salary according to Technical 1 Support £4,464 - £4,758 p.a.
Further details and application form from the Area Officer, Suffolk County Council, Suffolk House, London Road North, Lowestoft, Suffolk, NR33 0EH. (48178) 550000

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The borough is within easy reach of Central London and bordering by Epping Forest. London Addition to salary £1,050.
MUSIC CENTRE.
Queens Road, London E17 8QA.
MUSIC ADVISER: Mr. C. Squire.
REQUIRED FOR SUMMER TERM, 1982, CLARINET TEACHER/INSTRUCTOR with some flute and saxophone to cover maternity leave for the Summer Term, to the event of no full-time appointment being made, the work may be covered by two or more part-time teacher/instructors. The person or persons appointed, will also be required to participate in staff concerts to schools.
Application forms available from the Music Advisor, Music Centre, Queens Road, London, E17 8QA. (Tel: 521 6041).
Application forms available from the Music Centre, Queens Road, London, E17 8QA. Closing date: 30th April, 1982. (48438) 560000

WEST SUSSEX
Help the mentally handicapped as a volunteer. Join our team in their varied working day. Nursing duties for nineteen mentally handicapped adults in West Sussex. Free board and lodging plus £15 per week. Please phone Janet Day 01-657 7611 (435421) 560000

COMPUTING. Frustrated by lack of career opportunity who not train to be a computer programmer? If you are 19 - 25, have 'A' level qualification at least two years age with 'A' levels or over, a Government scheme could pay you while you train to industry recognised course to Diploma level.
Course start mid May onwards. Ring now for details and aptitude test quoting reference 1982. Mr Ward on 01-497 0303, Birmingham 021-455 8699. (47878) 550000

A SALES CAREER
with Sun Life Assurance Company of Canada offering an interesting new for graduate future combining security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants aged between 24 and 28 may be employed in the area of Bromley. Write to Mr. D. Pearson on 01 930 2400 or 3/4 Godwin Street, London SW1Y 4BE. (48478) 560000

## MARLBOROUGH COLLEGE

## SCHOOL SECRETARY AND BOOKSHOP MANAGER

Applications are invited for these two posts on retirement of present holders. Job involves administration of examinations; student travel, organisation of prize list and running of book office which supplies text and other books and stationery within the school.
Further details and application forms from the Bursar, Marlborough College, Wilts.

## KIRKLEES METROPOLITAN COUNCIL

### Directorate of Educational Services

Following restructuring in the Directorate, applications are invited for the following posts in the Kirklees Social Work Service: -
EDUCATION SOCIAL WORKER (2 posts)
Salary SW Level IV (£7,371 – £8,793 p.a.)
The successful candidate would be required to carry a limited case-load and to be responsible for the supervision of staff and students on CQSW training courses.
EDUCATION SOCIAL WORKER –
Salary SW Level VII (£5,852 – £7,020 p.a.)
To undertake a full range of Social Work duties in an educational setting relating particularly to the disadvantaged child, his/her family, school and environment.
EDUCATION SOCIAL WORKER (2 posts)
Salary SW Level II (£5,801 – £7,020 p.a.)
To work in a Child Guidance setting jointly with an Educational Psychologist of the schools Psychological service. Duties will include working with families of school-aged and pre-school children referred by the Clinic because of learning, emotional and developmental problems. (This is a re-advertisement and previous applicants are not required to re-apply).
The Joint Director of the Education Social Work Service requires social work skills, a knowledge and understanding of the education service and administrative ability. Applicants should be appropriately qualified and experienced. An essential car user allowance attaches to each post.
Informal discussions may be made of Mr. A. W. Talbot, Principal Education Social Worker (Tel. Huddersfield (0484) 37399 Ext. 324) and application forms and further particulars are available from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW.
CHILD CARE OFFICER (President or Non-Resident)
Royd Edge Special School, Hotonfill Road, Meltham, Huddersfield HD7 3DD
Salary Scale: RCCO 2 (£6,084 – £6,606 p.a.) +/- Unqualified
RCCO 2 (£6,276 – £6,817 p.a.) – Qualified
Required, a Child Care Officer to complete a staff team of 17 members. This is a newly created post, experienced/able under Local Government Superannuation Regulations and the appointment will be subject to a satisfactory medical report.
The school caters for the needs of some 50 maladjusted children aged 13 – 18 years. A sleeping-in duty allowance is payable where appropriate. The charge for board and lodging for residential staff is at nationally agreed rates.
Application forms (s.a.e please) obtainable from the Director of Educational Services, Staffing Section, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW and to be returned to Mr Carry, Headmaster at the school within 14 days from the appearance of this advertisement.
Responsible applicants will be welcome to informally visit the school by arrangement with the Headmaster.
The Council operates a Trade Union/Membership Agreement.
Equal Opportunity Employer

## QUALIFIED WOODWORK INSTRUCTOR?

**Then our new venture might be of interest to you.**

Leicestershire Health Authority is currently embarking on two ambitious new ventures in the care and therapy of psychiatric patients. We're looking for two qualified Technical Instructors (Woodwork) to join our Occupational Therapy teams. The posts are as follows:

**Post 1**
A qualified teacher of woodwork is required to work in the Regional Secure Unit at Leicester Towers Hospital, which is one of the most progressive and dedicated psychiatric hospitals in the country. This brand new unit has been purpose built for the assessment and rehabilitation of male and female patients.

**Post 2**
Another qualified teacher of woodwork is needed to work in the newly built Psychiatric Department of Leicester General Hospital – a new Department that has been specially designed to provide the most up to date treatment for acute psychiatric patients.

Responsibilities in both these jobs will include planning, organising and carrying out the woodwork shop programme and assisting in the treatment of patients in accordance with their needs, working closely with the Occupational Therapists and other staff.
Applicants must have a technical qualification plus industrial and/or teaching experience. In addition, a genuine concern for the problems of the mentally ill, together with patience, enthusiasm and true commitment are considered essential personal qualities.
If you think you're the sort of person we're looking for and are interested in using your skills to genuinely help others, telephone Sue Gibson, Head Occupational Therapist on Leicester 767184 ext. 284 to find out more about these vacancies or to request an application form.

Leicestershire Health Service

## Outdoor Education

BUCKINGHAMSHIRE
Outdoor pursuit instructors needed from February/March on 6 month contract at residential Centres in S. Wales. Experience in outdoor activities and working with young people preferable. Interviews January.
Apply in writing with full details to Minerva Outdoor Ventures, Crown House, 78 London Road, High Wycombe Bucks. (325524) 580000

BUCKINGHAMSHIRE
Experienced Social and Life Skills tutor required for project work with U.V.P. in London area.
Apply Minerva Outdoor Ventures, High Wycombe 445332. (377491) 580000

## Royal County of BERKSHIRE

## TEMPORARY EDUCATIONAL PSYCHOLOGIST

**£6,753–£7,315 per annum**

Required for 18½ hours per week to work primarily in a paediatric assessment centre based in a large hospital in Reading. The post is temporary initially for two years. Applicants must have an honours degree in psychology, a minimum of two years' teaching experience and have successfully completed a recognised postgraduate training in Educational Psychology.
Application forms and details (enclosing S.A.E.) from Director of Education (JW), Shire Hall, Shinfield Park, Reading, Berkshire. Informal enquiries may be made to the Principal Educational Psychologist – Mr Brownell, telephone Reading 586321. Closing date April 29.
Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of sex, colour, sex, marital status or disability.

**Inspectors of Schools (Domestic Science/Mathematics/ Primary Schools)**
**£12,639 – £16,080 (under review)**
Age limit: Applicants must not be more than 55 years of age on the closing date (ie born on or after 7 May 1927).
Closing date: 7 May 1982.
DEPARTMENT OF EDUCATION (NORTHERN IRELAND)

*(1) Domestic Science (Reference SB 45/82/1)*
Applicants must possess an appropriate qualification in Domestic Science and have suitable teaching experience, preferably of at least 10 years' duration, in schools or Colleges of Further Education. Qualifications or experience in catering would be an advantage.

*(2) Mathematics (Reference SB 46/82/1)*
Applicants must possess a first or second class honours degree in Mathematics and have suitable teaching experience, preferably of at least 10 years' duration, in schools or Colleges of Further Education.

*(3) Primary Schools (Reference SB 47/82/1)*
Applicants must be trained teachers and have suitable teaching experience in primary schools, preferably of at least 10 years' duration. Experience and qualifications in the education of younger children and in the teaching of language or mathematics would be an advantage.

*General*
Inspectors of Schools give a service of professional advice to the Department, carry out general and specialist inspection duties - in schools and Colleges of Further Education, contribute to in-service training of teachers and undertake other tasks which the Department may from time to time require.
The successful applicants may be required to work anywhere in Northern Ireland and, if necessary, work outside normal office hours.
Starting salary will be related to qualifications and experience.
Opportunities exist for promotion to the higher grade of Senior Inspector (£16,080 – £18,761 – under review).
The Civil Service Commissioners may decide to interview only those applicants who appear from the information available, including level of academic attainment and relevant teaching experience, to be best qualified.
*The posts are open to both men and women. Please write or telephone for an application form, quoting the appropriate reference, to the Civil Service Commission, Rosepark House, Upper Newtownards Road, Belfast BT4 3NR (telephone Dundonald (02318) 4585 ext 256). Completed forms must be returned to arrive not later than the closing date stated.*

NORTHERN IRELAND CIVIL SERVICE

## English as a Foreign Language

BOURNEMOUTH
Applications are invited for the post of Director of Studies in English as a Foreign Language in Southbourne/Bournemouth.
Apply in writing with full details to Mr. J. Bennett, Director of Studies, Bournemouth Tutorial College, 16 Beaufort Road, Bournemouth. (371111) 700000

## EXECUTIVE LANGUAGE CENTRE LTD YORK

## Experienced ESP Teacher

for residential post with some social responsibilities. Only single candidates considered, preference given to fluent French (German) speakers with marketing experience. Minimum at least 5 years relevant experience. Salary negotiable according to qualifications and experience.
Applications and CV in writing to:
ELC Ltd
9 St Peter's Grove,
York YO3 6AQ (photo desirable).



OUTDOOR EDUCATION
continued

DEVON
SKERN LODGE OUTDOOR CENTRES
Late Booking Bargains
Certain Weeks
Small centres with a tremendous range of activities, an adventure programme planned for the individual, where good food & qualified staff.
Telephone (02373) 5992 or write to: Martin & Jo Robinson, Skern Lodge, Diddywell, Ipplepen, Devon. 880000 North (48455)

MINERVA Outdoor Ventures, experts in the young, invite you to join the young people in our Farmhouse Centre in the tranquil Cotswolds. Specialises in Adventure Weekends and Holidays. Fleet of minibuses. We take all the problems of you. Beginners welcome. Details from Minerva Outdoor Ventures, Crown House, 78 London Road, High Wycombe, Bucks. Tel (0494) 445332. (377587) 580000

SHEFFIELD
DEVELOPMENT
We need tutors able to use climbing, caving, canoeing activities in young people. Preference given to those with potential an advantage. Permanent and temporary posts available leading to development training centre.
Details and application forms from Warden, Hollowford Centre, Castleton, Sheffield S30 2WB.
Completed forms to be returned by 10th May. (48581) 580000

U.S.A.
SPORTS/OUTDOOR PURSUITS COACHING - USA
Camp Director looking for coaches of enthusiastic outdoor all specialists, age preferably 21+ at American girls' summer camps for 7 weeks starting from June, Free flight, salary, $600 - $800 according to age, Make holiday at and.
Camp Director, Edwards, Edwards, 58 Barnara St, Norwalk, Conn. 06851, USA. Tel: 001 203 847 3281 (33203) 560000

SENIOR INSTRUCTORS We are looking for two enthusiastic instructors to help run and develop a new activity college we are opening in Reading, from 20 July to 7 August.
The successful candidates will be:
(a) teacher trained and experienced in outdoor pursuits.
(b) a qualified Mountain Leader who is used to working with young people.
(c) a young student staff and committed person to join our main management team.
Salary and accommodation will be provided and a wage of £80 per week.
Please write for application form to: Activity Training Centre, Reading Borough Council, Civic Offices, Bridge Street, Reading, Berks. RG1 2LU. Tel: (0734) 585911 Ext. 2330 (48433) 560000

## Outdoor Education

OXFORD
NORRINGTON OXFORD ENGLISH CENTRE
Summer Vacation 1982
COURSE DIRECTORS and E.F.L. Tutors Vacancies for 3 week courses (Junior and senior) 3rd July to 4th September.
Write to: Norrington Oxford English Centre, 148 Banbury Road, Oxford OX2 7AN. (48580) 760000

T.E.F.L. COURSES
Linguarama Limited will be holding eight four-week courses in the Teaching of English as a Foreign Language at Rutherford College, University of Kent, starting Monday 19 July 1982. The final course will commence on Monday 30 August 1982.
The courses are residential and candidates should possess a University Degree or a Teaching Certificate (or similar qualification).
The Courses will be conducted by Direct Method experts. The fee will be £1160 + VAT and includes instruction, teaching manuals, service to pupils, meals as well as the use of recreational facilities. Self-catering places are available at £981 + VAT.
Similar Courses to those at the above centre and also at Canterbury will be held at the Linguarama Centres in Birmingham in July and August and in Manchester in May.
For further information please write to Linguarama Limited, 3 Denegrove, Riversdown House, Warnford, Southampton, Hampshire SO3 1LH, enclosing a stamped-addressed large envelope. (325513) 750000

## Awards and Scholarships

WEST SUSSEX
INSTITUTE OF HIGHER EDUCATION
CHICHESTER
CATHEDRAL SCHOLARSHIP
Applications are invited from communicant members of the Church of England for one of the church in communion with it) to be held jointly at the West Sussex Institute of Higher Education Chapel (at Bishop Otter College, Chichester) and Chichester Cathedral. The scholarship is tenable for one to three years and is available in conjunction with any of the B.A., B.Ed. or PGCE courses of the Institute.
For further details write to the Dean of Bishop Otter College, College Lane, Chichester, West Sussex, PO19 4PE or telephone Chichester (0243) 787811 Ext. 250. (37810) 780000

LEICESTERSHIRE
UNIVERSITY OF LEICESTER
RESEARCH SCHOLAR IN BIOCHEMISTRY
(SPORTS CENTRE)
Applications are invited from well qualified graduate for the post of Research Scholar in the School of Education. The School will be expected to conduct research in any of the main areas of study pertaining to education, but may also be able to demonstrate a definite personal achievement and coaching ability; the man or woman appointed will coach and advise students in the School of Education and in the University in a wide variety of sporting and athletic activities. The scholarship will be £60 per week (the annual value of £3,332 plus fees and will be tenable for three years from 1st October, 1982.
Particulars and application forms are obtainable from the Registrar (Research Appointments), University of Leicester, University Road, Leicester LE1 7RH, to whom applications should be returned by 6th May, 1982. (37759) 760000

GLAMORGAN
FURTHER EDUCATION TRUST FUND
The Mid Glamorgan County Council is the trustee of the Glamorgan Further Education Trust Fund.
The Fund is intended to benefit people who have for not less than two years at any time attended a County Secondary School in the area of the former Administrative County of Glamorgan or Howell's Glamorgan Girls' School, Cardiff, provided that candidates who have attended Howell's School have been resident for not less than two years with a pupil at the school, in the former Administrative County of Glamorgan.
The Fund is to be applied with the following objects:
(a) Exhibitions tenable at any training college for teachers, university or other institution of further (including professional and technical) education, approved by the Council, to be awarded under rules to be framed by the Council including rules as to the value and period of tenure of the exhibitions and the conditions, and method of ascertainment and selection of candidates.
(b) Financial assistance, outfits, clothing, tools, instruments or books to enable beneficiaries on proceeding to a university or other educational establishments, to enter upon or to assist their entry into a profession, trade or calling.
Application forming the rules of the Trust and the scheme of awards may be obtained from applicants' Secondary Schools or from the District Education Officers in cases of prospective applicants from Mid Glamorgan. Completed applications from South Glamorgan may apply to the Principal Secretary, County Education Office, Kingsway, Cardiff, CF1 4UG. Prospective applicants from West Glamorgan may apply to the Director of Education, County Hall, Princes House, Princes Way, Swansea, SA1 4PE. Forms and queries should be marked Glamorgan Further Education Trust Forms and accompanied by a stamped self-addressed envelope.
Applicants should note that the Trust provide that awards will not be made to persons in receipt of grants from the Department of Education and Science or for which an applicant may expect to receive a discretionary grant from his Local Education Authority unless there are exceptional or unusual circumstances relevant to the application.
The closing date for applications for awards tenable in courses to be made during the academic year 1982-83 is Friday 28th May, 1982.
Mr. Alwyn Jones, Director of Education, County Hall, Cathays Park, CARDIFF CF1 3NE. 780000

## Appointments Wanted

EXPERIENCED Biology Lecturer/Teacher now working in Germany seeks teaching position in the south of England. Write 0047344. (380817) 700000

## Education Courses

CROYDON
QUALIFIED AND EXPERIENCED TEACHERS
Required for vacation courses in London/Surrey/Sussex/Bath. T.E.F.L./English Degree preferred.
Please write giving full details to: ACADEMY 117a George Street, Croydon, Surrey CR0 1LD. (48317) 760000

CROYDON
SUMMER SCHOOL COURSE ORGANISERS/ TUTORS
Required for Residential Courses in Essex/London/ Sussex during July and August. Teachers holding degree/Teachers Certificate preferably in English with good T.E.F.L. experience and prepared to participate fully throughout the course.
Please write giving full details to: BUTO ACADEMY LTD., 117a George Street, Croydon CR0 1LD. (48316) 760000

LEARN TO TEACH ENGLISH (EFL)
Half Term and Summer
One week residential courses at Kent University/ Canterbury.
The Course Objective:
'To give you a practical and thorough introduction to the teaching of English as a Foreign Language in one week.'
From £70 p.w. inc. V.A.T.
Pilgrims Training Courses, Tina Essex, Vernon Place, Canterbury, Kent. CT1 3YQ. (0227) 69167/8/01. (48483) 760000

NOTTINGHAMSHIRE
TRAINING TO TEACH ENGLISH AS A FOREIGN LANGUAGE
In 1982 at Eaton Hall International, Retford, Nottinghamshire, for prospective teachers or graduates with TEFL experience. Four weeks intensive teacher training course leading to Trinity College Licentiate Diploma (LTCL). This course takes a hybrid form consisting of 30-weeks distance learning followed by a 4-weeks highly intensive residential module.
Also 10-week course (6 weeks distance learning followed by 4-week intensive residential module) leading to the Preliminary Certificate in Teaching English as a Foreign Language, validated by Trinity College, London.
For full details and 1982 dates for both courses please write to: The Secretary, Ref. TES3, Eaton Hall International, Retford, Nottinghamshire or phone 0777 708447. (37057) 700000

NORD-ANGLIA INTERNATIONAL
Teachers and Course Directors required for our summer EFL courses at the following centres: Bath, Beverley, Blackpool, Bridlington, Brighton, Canterbury, Chester, Chesterfield, Harrogate, Lancaster, Lowestoft, Scarborough, Skipton, Southport, Torquay, Wetherby, Wimslow, Wirral, York.
Send name and address for further details to Nord-Anglia, 48 Deansgate, Lancashire, Manchester 20. (376883) 700000

## Education Courses

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(a) Exhibitions tenable at any training college for teachers, university or other institution of further (including professional and technical) education, approved by the Council, to be awarded under rules to be framed by the Council including rules as to the value and period of tenure of the exhibitions and the conditions, and method of ascertainment and selection of candidates.
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Mr. Alwyn Jones, Director of Education, County Hall, Cathays Park, CARDIFF CF1 3NE. 780000

## Personal Announcements

NURSERY GOVERNESS/ TEACHER
Willing to live in and help mother look after and inspire three lively children aged 7, 8, 3½, in Kensington. Lovely accommodation and lots of travel. Top salary paid. Own car essential. References and experience essential.
Please telephone: 01-937 7811

HOLIDAYS AND PERSONAL LOANS from £100 arranged without security or delay. Campbell & Robison Ltd., 6 Dover Street, London, SW1 6EW. Write, phone or call for written quote. 01-499 7788, phone (0071) 01-839 2952. 800000

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